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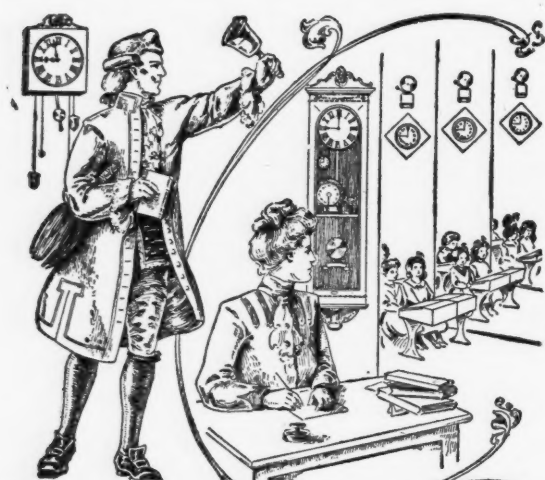
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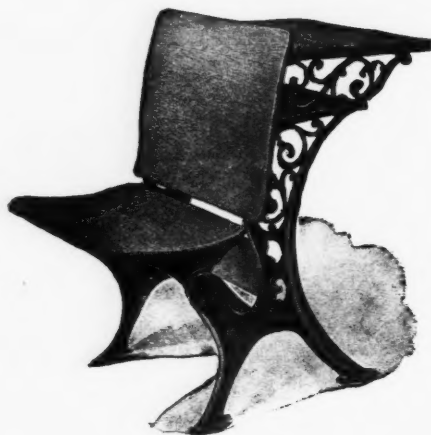
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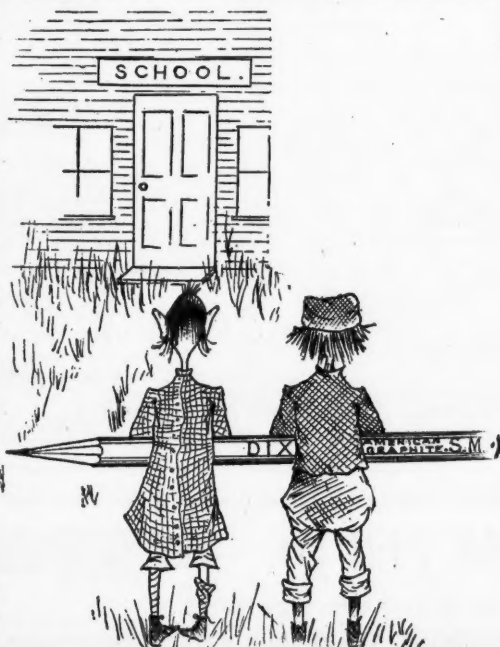
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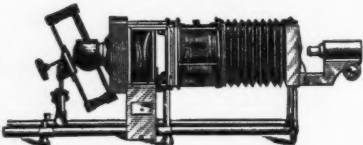
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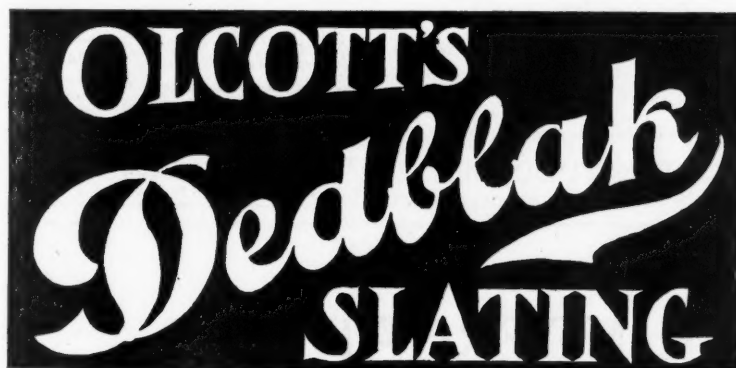
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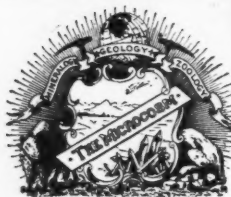
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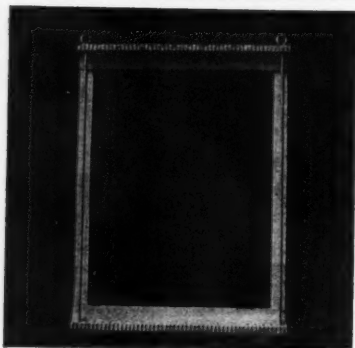
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No. 12

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Dissipation Versus Concentration of Knowledge.*

By Supt. J. M. Greenwood, Kansas City, Mo.

The educational pendulum swings very far in this country when it is once set in motion. A few years ago the "hue and cry went up"—that our children in school were kept tied down so closely to their books that the whole scheme was a dull monotonous memory drill in which the children themselves took no interest, and the call to natural objects, nature study as it was scientifically called, including all things in the sea, on and in the earth, and in the sky above,—these were declared to be the only things worthy of a child's thoughts. A system of exploitation in nature study and in almost every conceivable direction was entered upon, and now after a score of years of experimentation, there is hardly a thoughtful, observant educator that does not regard it as a sort of educational mania containing a grain of truth with a large admixture of well-intentioned but misdirected error. Memory was crowded or attempted to be crowded into the background by the devotees of this new doctrine who declared that it was not the function of the mind to remember. That it does remember, however, is the important factor in human nature, rather than what it does remember. An active mind, that is one having a wide range of experience which may lie in different directions, can take in and assimilate a larger number of facts than the minds of ordinary ability. Owing to inability to arrange the data logically and to reason correctly from the premises given, the mind in the

presence of too much material may become helpless. The element of mental dissipation may have entered so largely into the gathering of material that nothing remains clearly and sharply outlined in the mind. All this results from a misconception of the true function of memory as a mind factor.

A very familiar illustration of mental dissipation is that of the farmer and business man of the city in the matter of newspaper reading. The business man reads his papers twice a day—in the morning and in the evening, and he always reads hurriedly, most frequently the head lines, and his attention is directed to so many different objects of thought that he has often no very clear ideas of any of them, unless of such as bear upon some of the interests of his business. The farmer, altho he may take no daily paper, reads carefully and thoughtfully, two or three weekly papers, but on current events, the general trend of affairs, he will be the far better informed man of the two. He has put thought into what he has read, and he has thought it over better and far more systematically; he has made what he reads his own. Articles that he regards as specifically important, he reads two or three times to be entirely sure that he has caught all there is in them.

This will serve to illustrate the point about children's reading, studying, and observation. They are daily getting many bits, scraps, and fragments of information. The teacher is always diligent in telling the children that "this is very important, you must remember it."

*Part III. of "Some Educational Tendencies---Wise and Otherwise", THE SCHOOL JOURNAL of Sept. 19 and 26.



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OUR NEW MONTHLY JOURNAL

It so happens that most boys and girls think one thing about as important as another, and it is not perhaps till years afterward during some competitive examination that it dawns upon one in his experience that such a fact or principle could ever become important. By concentrating the mind on a few things and letting

it take care of itself in many other directions, it will store up unconsciously about what it needs by the process of assimilation and rejection—a remembering and a forgetting. Lessons well learned and carefully thought over induce sound scholarship as well as right thinking.

The Power of Children to Appreciate Good Music.

By Barrington Herbert.

Some years ago I knew of a class of children in a private school, about twenty-five in number, and ranging from five to nine years of age, the course of their instruction extending over a period of two years. Their teacher was an enthusiast in music, and based her teaching upon an idea which she entertained in regard to children—an idea which has been steadily gaining ground—namely, that there is something in great music which belongs to the child, and which, if presented to him, would find an answering chord in his being and be received and loved by him as his own; that, indeed, the child and child-voice have capacities not generally dreamed of.

Acting upon this theory, she took for the central motive in her opening exercises, Gounod's "Redemption." Every morning found those children gathered around her at the piano while she played and sang for them a sort of running commentary, sometimes omitting, and often, also, repeating passages which she would impress upon them.

Far from finding this a dry or perfunctory exercise, the children enjoyed it immensely, and in the course of the year had grown so familiar with the work that they followed the accompaniment and as it led up to certain choruses their pure little voices would come in at the right place.

I well remember one of these: "Saviour of men, we know that because thou art living, we live," when they were so charmed with the music and so absorbed that they began to sing at this place of their own accord.

It goes without saying that the teacher first, last, and always, guarded against straining their voices. Their practice of vocal exercises was suggestive of the tuning of fine instruments before ensemble playing. They were taught to listen to each other, and to *tune their voices to each other*, as violins in an orchestra. They knew how to do this, for they had been drilled in distinguishing false from true tone quality.

That very disagreeable fault of singing evasively and plausibly off the key was carefully explained to them, and they recognized it, and knew how to avoid it.

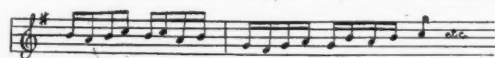
The teacher alternated between (Delsarte) physical exercises, articulation exercises, vocal exercises, ensemble and individual singing, and a great deal of listening, playing for them from the works of great masters, passages with strong suggestive power and asking them how it made them feel—gay, serious, or sorrowful, etc.

I have seen older children, not having the incentive to study, nor the uplifting influence, in the material with which they worked, amused and even unruly, when called upon to practice certain articulation exercises, as these are sometimes amusing and appear ridiculous to the careless mind. Not so with these little workers. Nothing appeared to them too trivial, or beneath their dignity. They were only too glad to venture in the cause.

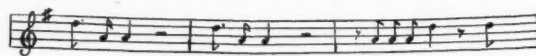
I have seen children unwilling, because of fear of criticism, to sing alone in the presence of the class.

These children were so modest and brave that they controlled their timidity and sang whenever it was necessary, either for their own improvement or to set an example for others, and so polite that they received from each other only kindly consideration and interest. No one seemed to think of anything at all except to learn or to help others to learn.

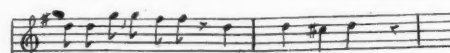
Often, with a view to storing the memory, the teacher used certain phrases from great works, as vocal exercises. For instance, this passage from the "Messiah":



Patiently, a little at a time, at first only two notes, steadily, from day to day, they gained power to sing a group of four, eight, and at last, the whole phrase. While they rested, the teacher continued to play, so that they became familiar with the chorus, and at the proper places would sing with hearty emphasis:



Wonderful! Counsellor! the mighty God! the

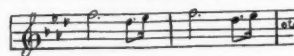


everlasting Father! the Prince of Peace!

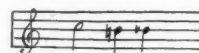
As a result of this training, they were able, in time, singing of course treble only, to give programs including such selections as Barnby's "Sing and rejoice, O Daughter of Zion," Beethoven's "Vesper Hymn," Cowen's "Bridal Chorus," the "Wedding March" in "Lohengrin," and "Cujus Animam" from Rossini's "Stabat Mater." In some of these, they were assisted by a string quartet.

Passages requiring one part to be held while others moved, pauses, answering phrases, parts sustained against an accompaniment in obligato form, they mastered easily and with perfect understanding.

In the "Cujus Animam," they were assisted by a violin and soprano; the part beginning:



was sung as a solo. The effect at the end of this part where the soprano voice at



merges into the voices of the children at the succeeding measure was extremely pleasing.

The children sang A flat as daintily as violins. One little boy sang high C and D with ease.

"Flatting" was unknown except as they were effectually trained away from it. Exercises and songs were practiced in keys higher than the original, very softly, gradually working downward until the tendency to "flat" had been entirely overcome.

The result of this training was not alone manifested in the programs which the children were able to render. Two little boys began so tone-deaf that they could not sing one note. The teacher began by asking them to sing any note they happened upon. She then sang it to them, and had them sing it to her again, consciously. At first it was necessary for her to convert their attempt at a tone into its nearest pitch. It was then played upon the piano, until by patient, steady work, a little every day, they were able to sing, first their own note, then the adjoining ones, and, at last, simple hymns, correctly and independently.

Surely when these children begin to study choral works, many passages will come to them as old friends.

Granting that this was an experiment rather out of the ordinary, it still points to something in children—a sort of mystery—which, indeed, appeals to us. But we, not understanding, sometimes give them a stone when they ask for bread, and often withhold from them their own—the great, the genuine, the pure.

Music is an art of the eternal nature of things. Probably the effort to hold and write down harmonies which transcend expression has its painful side; and a genius, receiving this compelling impulse, must suffer because of his human limitations. For this reason, every great work wears the mark of obedience to a higher power, earnest sincerity of purpose, and spontaneity of conception—at once the simplest and grandest thing. It is this that is loved by the unspoiled mind—the child mind, fresh from God. Why it is, who can say? But there is, in children, something—call it simplicity, sincerity, earnestness, humility, innocence, or what we may—it is something related to genius and to the Eternal, which gives them far greater depth of insight and understanding of the great and pure in music than we usually give them credit for; and they need only encouragement and an introduction to great music—when they will love it, work for it, and render it.

School Gardening in Boston.

The following is a history of school gardens in Boston, as prepared recently by the committee on education and agriculture of the Twentieth Century Club. It ought to be of considerable interest to readers of THE SCHOOL JOURNAL. Much of the work indicated was done thru the summer months, but some of it is carried on into the school year.

The first school garden in Boston was established in 1891 at the George Putnam grammar school. It was planted with ferns and wild-flowers taken from the fields. In 1900 eighty of the pupils of this school were given plots 4×10 ft. in which to grow flowers and vegetables, doing all the work of preparation, planting, and caring for the gardens.

In 1901 the second garden was established in connection with the Boston Normal school. Forty boys from the Rice grammar and forty girls from the Franklin grammar school (7th grade) had beds 4×10 ft. Here an attempt was made to correlate the garden work with school-room studies by letter-writing, diaries, plotting out of grounds, etc. This garden was in a crowded part of the city, and every effort was made to interest the parents in the work of the children. The vegetables were taken home, parents were invited to the gardens, and as a result many home gardens are now carried on. The children worked regularly during the whole season, from seeding to maturity. The science department of the Normal school directs the work of this garden. An elective course, including instruction in simple agriculture, together with practical work in laying out school gardens and teaching gardening to children, is now offered to the Normal school students. During the present year twenty young women have availed themselves of this course. A yearly appropriation has been made by the school committee towards the expense of this enterprise; but the extension and enlargement of the movement is due to the Twentieth Century Club. This club has met by far the larger portion of the expenses, including the purchase of tools, shrubs for decoration, and the salary of a teacher during the summer months.

The same year the Massachusetts Civic League carried on garden work successfully in the Columbus avenue playground. The work has been continued and developed until now a large number of children from the neighborhood have individual gardens. Teachers from schools nearby, work with their pupils during the school year and during vacation, and a garden instructor is employed to meet the children.

This year the Woman's Auxiliary of the American Park and Outdoor Art Association, thru its Boston branch, has developed the garden work very considerably. Eight new gardens have been established, in the main following the plan of the Normal school garden. These are in the various school districts of the city and are carried on as an integral part of school work. Following is a list of the principal school gardens in Boston and vicinity showing location, hours where the children are at work, and means of reaching them by the cars of the Boston elevated system—information which should be valuable to visitors in Boston during the early autumn months or next spring.

George Putnam school, Columbus avenue. Boys and girls. Individual gardens. Vegetables and flowers. Suburban district. Reached by Eggleston Square car. Normal school garden. Dartmouth street, corner of Warren avenue. Directed by the Science Department, Boston Normal school. Gardening done by Rice school boys and Franklin school girls, 120 children in all. Grammar grade. Indoor and outdoor lessons in nature study and gardening given by Normal students. Individual beds. Very thickly settled district. Numbers of tiny home gardens carried on in backyards.

Columbus avenue garden. Boys and girls. Individual beds. Vegetables and flowers. Two hundred and forty-five gardens. Groups of children at work thruout the day. Columbus avenue via Roxbury Crossing. Many cars pass the garden.

Lyman school, Give street, East Boston. Boys and girls of grammar grade have individual gardens set apart in a sunny school-yard. Gardens along walls. Very crowded district. Population largely foreign extraction. Hours, Tuesdays and Fridays, four to five. East Boston Ferry and Lexington street car.

Hancock school, North End, Parmenter and Prince streets. Enclosed garden adjoining school-yard. Girls of seventh grade. Individual beds for flowers and vegetables. Most crowded part of Boston, population exclusively foreign. Near Old North Church, Copp's Hill, etc. Hours of work Mondays and Thursdays, four to five. East Boston car; get off corner of Hanover and Prince streets.

Wells school, West End, Charles Bank. Girls of sixth grade have individual gardens. Vegetables and flowers. Park is only open space in district. Hours of work Tuesdays and Fridays, four to five. South and West End car. Get off corner of Charles and Cambridge streets.

Winthrop school. Tremont street near Eliot. Girls of grammar school cultivate gardens by grades. Hours for work Mondays and Thursdays, four to five o'clock. Five minutes walk from Common.

Martin school. Huntington avenue, corner of Worthington street. Boys and girls of Sixth grade have individual gardens 4 x 4 ft. Vegetables and flowers. Hours for work Mondays and Thursdays, 4 o'clock. Huntington avenue and Brookline Village cars.

Ira Allen school. Parker street. Children of Third grade (primary) have individual gardens 4×4 ft. Other primary grades have class beds. Hours for work Tuesdays and Fridays, 4 o'clock. Huntington avenue car, passing Parker street.

Florence street primary. Roslindale. Boys and girls have individual gardens. All grades including kindergarten. Vegetables and flowers. Suburban district. Trains to Roslindale from South station, Back Bay or Forest Hill car, change at Forest Hills Station for Roslindale. Get off at Ashland street and walk to Florence street.

Lawrence school. South Boston, B and Third streets. Boys and Eighth grade have individual gardens. Vegetables and flowers. Very crowded district. During summer, school building and garden used by vacation school. City Point car to B street.

A number of gardens have been started in other schools. Among them are: Samuel G. Howe, Margaret Fuller, Common street, Lucretia Crocker, and Hillside.

Farm school, Thompson island. A private school for boys; instituted in 1814. Supported by subscriptions. Agriculture forms the basis of the school course. With it are combined the studies that are taken in the regular grammar school grades. Charles H. Bradley, superintendent. School reached by Marine Park Boat Service from Public Landing, corner of 2nd and 6th streets. South Boston. Hourly boats from 1 p. m. to 5 p. m.

Brookline.

Lincoln school. Corner of Boylston and Cypress streets. Boys and girls. Individual beds. Cypress street or Ipswich street car. Hours, 9 to 10.30 Mondays, Wednesdays and Fridays.

Sewall school. Boys and girls. Individual beds. Cypress street car. At the end of the route. Hours, 10.30 to 12 (same days as above).

Parson school. Pond avenue and Allerton street. Tuesdays and Thursdays, 9 to 10.30. Take any Brookline car. Get off at Pond avenue; short walk.

Medford.

Curtis school. Paris street (primary). Individual gardens bordering play-grounds. Vegetables, wild-flowers, shrubs, ferns.

Swan school. Corner of Park and Washington streets (primary). Community plan. Hardy perennials, annuals, and some attempt at vegetable raising.

Washington school. Cross street (grammar). Small vegetable garden.

Centre school. High street (grammar). Vegetables, with some attempt at flower culture.

Brooks school (grammar). West Medford. Wild flowers, ferns.

Craddock school, Summer street, and Gleason school, Warren street, West Medford, primary similar to other primary gardens.

The City College and the City Schools.

By HENRY G. SCHNEIDER, P. S. 10, Bronx.

Our city school system is an outgrowth of the old Dutch idea of the free public schools of all grades, from the kindergarten to the university. It is based upon the principle that the highest civic duty is to educate broad-minded, patriotic citizens for the city's service, as West Point educates our army officers, and the Naval academy at Annapolis prepares the officers of our navy.

Our schools and our colleges are free to all *who are fit*. The primary and grammar schools teach the rudiments and fit our boys and girls for ordinary walks of life. The college fills its graduates with that progressive, yet conservative spirit, so necessary to the modern lawmaker, physician, minister, captain of industry, and ideal citizen.

Those who cannot obtain a complete education in the day schools find an equally well organized system of evening schools, junior, senior, and high schools, and a free lecture course.

The City College is the crown of our city school system, and vitally affects every interest of our city. Its alumni are scattered everywhere, doing good work in business, in medicine, in law, in engineering, in science, in literature, in pedagogy, and in politics. Their work has endeared the City College to every good citizen, native or adopted. It is the heart of our whole system of free public schools. To it and from it course the life-giving streams of uplifting influence and inspiration. Our teachers made it the center of their intellectual activity. There, without paying a cent, they received extension courses in literature, philosophy, and art. Our professors and instructors have always maintained in their work a high standard that stamps our alumni as well-trained thinkers, able and willing to do hard work. There are no "soft" courses; no "cuts" are permitted. Whatever the alumni undertake they come prepared for the hard work necessary to success.

In every field of activity our alumni have inspired respect and admiration for its training. In the educational field it has not only trained its acting president, professors, tutors, and instructors for its own faculty, but it has also given a president to Johns Hopkins, a historian (McMaster) to Pennsylvania, professors to Yale and Columbia universities, to Stevens, and to Cornell.

It has been the main source of supply for the male teachers, principals, superintendents, examiners, commissioners, inspectors, and members of our local boards of education. To it the boys in our public schools look as the goal of their ambition. They enter its halls, and, after seven years as students, they graduate at the age of *nineteen or twenty*; many enter some part of the system that has trained and developed in them all that is valuable. Thus the City College makes our city school system perfect in symmetry, flexible to every reform, yet nevertheless, conservative of all that is good. It is the consummation of the American ideal of free public education.

It has obtained the only solution in the United States of the great problem of closer articulation of the college and the elementary school. Its course of study is unique in many features. Take our mechanical course as an example. Professors Woodward, of St. Louis, and Belfield, of Chicago, agree in stating that "New York city was the only city in the world able to introduce manual training into her public schools, with supervisors and teachers trained in her own system." Other cities were forced to go abroad for the inspiration and teachers necessary to introduce manual training successfully into their schools.

This course, too, illustrates the wisdom of our trustees in avoiding the snares into which they would have fallen, by making our college a college for the training of teachers only.

One reason for the success of our alumni as teachers is, that the college course, by its wide scope and the thoroughness of its methods of instruction, peculiarly fits graduates for work in our public schools. The graduate of the City College has enjoyed instruction in a varied range of subjects in the best possible way; he has seen pedagogy practically applied; the course in philosophy gives him all the psychology a teacher needs as a basis for the study of children in his classes. The methods of the history professor have enabled him to present the basic principles of that study. The laboratory work has fitted him to teach science, not from a book, but by experiments; so its graduates come to their work in pedagogy, as they come to their work in business, in law, in science, or in engineering, unacquainted with many practical details, but ready and able to learn, in a short time, all those details of practical, professional, and business life necessary to success.

The library of the City College, its rooms, and collections are cheerfully placed at the disposal of the many teachers' organizations. The New York Society of Pedagogy, organized in 1889 by Professor Newcomb and alumni like Page, O'Neil, Hess, Childs, Jasper, and others, showed that the college has given the teaching force, even under the old regime so much maligned, an inspiration and elevating influence *without charge*.

With the ample room in our new buildings our new president and his ideals of social service can make the College of the Greater City of New York a potential factor in the inspiration of our whole system whose possibilities for good we can now only faintly discern. There is here a fallow field for the extension of co-operation between teachers in all branches of our city system, from kindergarten to the university, that will make the New York division of the Educational Grand Army of the Republic, as of old, the leaders in the van of educational progress. Thus, our city's college will exercise in the future, as it always has done in the past, the controlling influence in a system of free public education that realizes the highest ideal of free public education by the city or state.

The Democracy of American Education.*

By Grover Cleveland, LL.D., former President of the United States.

Education is a selfish, useless thing if it is to be hid in a napkin, or if it is to be hugged to the breast by its possessor as a mere individual prize. Therefore the existence of schools and colleges in this land of ours can scarcely be deemed important except as they are the sources from which education may be distributed thru many channels for the enrichment of the body politic and the stimulation of patriotic thoughtfulness among our people.

We contemplate this day the great service of usefulness which embellishes the history of the College of the City of New York; and we see for its future vastly increased facilities and opportunities; but our most inspiring thought should be that the advanced education it imparts is freely bestowed upon rich and poor alike, without price or cost. How splendidly the American doctrine of equal rights and opportunities, even in the field of education, is thus illustrated, and how grandly does this college teach the vital lesson of the democracy of American education.

When in 1755, the clergyman of the town of Worcester, in Massachusetts, was deputed to provide a teacher for its grammar school he selected from the graduating class of Harvard college for that year a young man who favorably impressed him, named John Adams. One who has written an account of the school teaching episode in the life of the second President of the United States, after speaking of the good scholarship, bold thought, strong language, and evident sincerity of this young man, adds: "His standing in social life was learned from the fact that he was No. 14 in a class of twenty-four; for pupils were then placed in the supposed rank and dignity of their parents, the alphabetical order of their names and places not being in use until nearly twenty years later."

It must be confessed that such an arrangement, by which the location of the student's name on his college class roll indicated the social rank of his parents, contained no suggestion of the American doctrine of the democracy of education. We recall, however, with considerable comfort, the fact that this scheme was in vogue before the Declaration of Independence—and the further fact that it was abrogated at a time when ideas of men's equality and self-government were stirring the hearts and minds of sturdy Americans.

Those who made our nation plainly saw the necessity of some measure of free popular education, as a connecting constituent in the foundations of a government built upon popular control. Thus they established free common schools to the utmost extent allowed by the exigencies of our young nation's beginning; and their declarations abundantly prove that they were not unmindful of the great advantage of university education as a further assurance of the success and stability of republican institutions.

The free public schools of those early simple days, open to all, were appreciated by all, and in an atmosphere of patriotism they taught all to become good citizens. They created and fostered the democracy of American education in its broadest and best meaning, because their lessons and influence enforced the truth that the highest achievement is independent citizens, free men to do the work of free and independent citizens, and that in preparation as well as in work there should be patriotic equality and brotherhood.

If times have changed; if we have outgrown the simplicity of our early national life; if with the growth of abnormal enterprises and a mad struggle for wealth a constant and acute solicitation for the country's weal has

been somewhat subordinated; and if in our social and business life we can see signs of a cleavage that may divide our people into distinct and unsympathetic classes, we should be watchful. If with these things we also discover a movement toward a more general collegiate education, we ought to regard it as another unfavorable symptom, if increased learning is to be made only a mere ornamental accompaniment to the unwholesome and pitiable ostentation of riches and pride.

It should be the prayer of every patriotic citizen that American education may never be so degraded; that it may always remain true to its mission—a steadying force against all untoward conditions; that higher education, as it becomes more accessible and widespread, may reinforce the firmness of our national foundations, as they are made to bear the increased weight of our country's healthful development, and that in the democracy of education our people may ever be gathered together under the sanction of enlightened and strong American citizenship.

In this lofty service the College of the City of New York, as a pioneer of free collegiate education, should always be found at the front. If it fully responds to the princely munificence of its establishment and maintenance, it will contribute more and more to the city and to the state and to the nation learned and useful men who shall demonstrate by their careers that the free collegiate education they have gained is as good as the best, and it will only completely fulfil its mission when its graduates so influence our public life and so strengthen our public conscience as to prove beyond question the near relationship between the patriotism of higher education and the public safety.

It is altogether appropriate that the advantages of a free collegiate education offered to the youth of every grade and condition of life should be first exhibited in the metropolis of the nation. By reason of the cosmopolitan character of its population the project has here the widest possible scope; and, as all look to the city of New York for leadership in the largest enterprises, as well as for the greatest generosity in every noble work, its free college, seen from every direction, should serve as an example and inspiration to every city in the land. It is well, too, that such an institution founded to educate the poor on entire equality with the rich should be supported by the wealth accumulated in the center of our country's trade and business—thus affording a constant denial of the accusations of those who seek to teach the thoughtless that the sport of wealth is the oppression of the poor.

I hope it will not be deemed ungracious if I suggest in conclusion that with all the city's generous appropriation of money for its free college, the duty of the citizens of New York owe to it will not be fully met until they give absolute proof that in the highest sense where their treasure is there will their heart be also. That this free college is a New York institution in which is centered the hope and pride of every citizen of New York will not be demonstrated by liberal city appropriations for its support nor by the voluntary service of public-spirited citizens in its management. In addition to these things there should be stimulated in every quarter a growing desire to secure its advantages, to the end that the youth of New York, from every social plane and in every condition of life, shall crowd the largest structure that may be built for its use, and there within its walls, the College of the City of New York, with all else it may impart, should constantly teach the democracy of American education.



*Address delivered at the installation of Dr. John Huston Finley as third president of the College of the City of New York.

There will be a joint meeting of the New England Superintendents' Association, the Massachusetts Association, and the New York Council of Superintendents, at Boston, October 21-23.

On Getting a College Education.

By M. R. GRAY, Illinois.

The average teacher in our secondary schools is without a college education and wants one, yet does not know how to go about getting it and support himself at the same time. There is no real reason why every young man and young woman who wishes it cannot have it, unless he or she has extraordinary cares and obligations. Its attainment simply means making it the aim and the object of life for a few years, and foregoing the pleasures of society, dress, and summer trips—the usual things which coax the dollars out of the pocket. The whole trend of our times is toward the higher education, and the person starting out in the world without a college education or its equivalent feels himself handicapped; especially is this true in the teaching profession.

In the first place begin by saving money. Get a college prospectus, study it and make up your mind just what line of work you wish. The courses and requirements in our large universities are practically the same, that is, they cover practically the same amount of work. In connection with your teaching carry one or two studies. Take advantage of the best instruction at hand. If you can get good native teachers for French, German, Spanish, or Italian do your required work in modern languages with them. You will probably get much more practice in speaking with them than with any college professor who will fall to your lot, for the reason that in college most classes are large and a great deal of work is gone over rapidly. During the summer attend the nearest summer school that is good.

As the summer schools are particularly designed for teachers there are always special rates of some sort for them. Then, too, each university has correspondence work which receives full credit for a degree. This comprises ample courses in the classics and modern languages, mathematics, and science, so that no one need complain of not finding what he wants, or rather of not getting something of which he can make use. University extension work is accessible to many; it has the advantage over correspondence work that the student comes directly in contact with the instructor. It is practically the same as lecture work in the class-room, the only difference being that the lectures are not given daily, but at less frequent periods of time.

Most of our colleges and universities are so good that it is almost presumption to advise one in preference to another. If you are fortunate enough to live in a college town that school is the place for you; otherwise one that is near at hand, to save on railroad fare if nothing more, that is, for a part of your training at least.

The University of Chicago economizes time by having classes continue the year round, and by arranging the work according to a system of units—majors and minors, or courses continuing for twelve or six weeks—for which credits and half-credits are given, thirty-seven full credits being required for graduation. The year is divided into four terms of twelve weeks each; these terms begin on the first of October, January, April, and a little before the first of July. A student may enter at the beginning of any quarter. The work in summer is particularly good for the reason that many of the best instructors in the university itself and many from all over the country then give special work with the idea of making the term a popular one. An almost unlimited amount of time is given for getting enough work done for graduation. Only a small amount of residence work is required; examinations are gotten thru with at the end of each half and each full quarter, when credits are given. All work done during the first two years is required, nearly all after that is elective.

In addition to this regular university work on the campus, for six months of the year, from October until April, the Teachers' college, located in the business part of the city, is open. There, classes are held after school

hours, evenings and Saturdays, for the benefit of teachers who cannot go to the university itself, and for persons employed during the day.

Ordinarily speaking, the work in a university is more difficult than in the smaller colleges, the tuition is a little higher, there is less attention paid to each individual student on account of the numbers in attendance, there is less of social life. For the young student, or the one who is unaccustomed to the routine of hard study, it is best, when it can be done, to take at least the first two years of work in a lesser school. While the student paying his own expenses may say that he wants the hard work, that he does not mind the grind, that he is not going in for society, he must remember that he is not speaking from experience, that he doesn't know what is best, and that scholastic training is not the sum total of college life. Society may not be an end and an aim in itself, but each person must have a certain amount of it; his social training, quite as much as his mental attainments will be of use to him in the future. Polished manners can only be attained by mingling with cultivated people, and they are a necessity to those going out into the world as leaders, for the teacher is first of all a leader. Go into any of our large schools and study the manners and ways of our young men and women and you will find that social training is woefully lacking in many cases, that crudities of speech and manner, almost past belief, are to be found among the best classes of students. Don't make the mistake of thinking that everything done in a social way is time wasted, for it is not.

It is often said that a trip abroad is the equivalent of a year at college. I cannot say that I quite agree with the statement, as applied to every case. A trip abroad is worth a great deal in the way of experience and the broadening of one's views; a year of study abroad is worth more than a year in college and counts for much more in the way of prestige in the long run. The same amount of money, say \$450-\$600 required for a year in college will take you abroad and keep you there for a year if you wish to make it do so. German and French are required in all college work. You can go abroad and learn them easily, quickly, and naturally. Settle down, say in Paris for six months, then in Berlin or Cassel for another six months and get all that you can of the life and sights about you. It is possible that you may have a chance to do tutoring abroad, altho there is a widespread prejudice against American English all over the Continent. It used to be that few foreigners cared about learning English, but now the language is almost a necessity to many of them, and is taught in many schools. Often Americans, like foreign diplomats, who are compelled to live abroad with their families, wish their children to go on with the work of the American grade schools and they employ tutors for them. The way to reach this class of people is thru letters of introduction from prominent people, thru the American consuls, and the American church, in whatever place you are stopping. Going abroad to those who have never been seems a scheme fraught with many difficulties; it is really the simplest thing in the world. Among your numerous friends find some one to recommend to you a good pension, arrange by letter to go there, find some companion to join you and go. You will have no trouble in getting to your destination, and all the rest will come in due course of time. "Nothing risk, nothing have."

Living at college, or any other place for that matter, is a serious question. Usually there are connected with every college, dormitories in which the social side of life is delightful. The meals are supposed to be hygienic, and can be endured. Possibly they are all that can be expected for the price paid. In some institutions, Mount Holyoke, for example, the girls help with the lighter part of the housework, which reduces expenses a bit at the same time being good training and exercise. In all college towns there are clubs thru which

board may be had for a small sum. In these the work, that is a part of it, is done by students. My experience, limited to be sure, with boarding clubs was not of a nature to make me recommend them heartily. Usually they are cheap in every sense of the word. Two or three girls banded together in a small apartment can get more satisfactory food by doing light-housekeeping, either renting two or three rooms with kitchen privileges or trying to get only breakfasts and lunches with a chafing dish or some heating contrivance to fit over the gas jet, and going out to one good meal a day. This means work of course, and while you are saving a dollar or so a week you are missing the delightful social life of the dormitories.

Ways of making money or working one's self thru college is a fruitful theme for discussion. From what I have seen and know personally of those who really study and make their living at the same time, I think it seldom pays. It means doing any and everything that comes along in the shape of work, digging night and day, living on the poorest kind of food, going with the shabbiest kind of clothes and being in a constant state of worry over finances.

There are people who have done this and stood the ordeal; there are those who are doing it now. In my opinion "The game is not worth the candle." Either earn or borrow the most of what you need before going in, and, while in college, be a student and enjoy the life of the student. Get a scholarship of some sort, or a fellowship if you are advanced enough, or, if you wish to work, do only a little, a very reasonable amount. In the University of Chicago many students pay in part for their tuition by doing what is called "University service," work as attendants in the offices, laboratories, and libraries, or as messengers and stenographers. This work is light and requires only two or three hours a day. In all girls' dormitories there is always a demand for shampooing, mending, plain sewing, and hat trimming. In cities there is a limited demand for newspaper work, reporting of college news. A little book called "How to Make Money" edited by Katherine Newbold Birdsall and published by Doubleday, Page & Company has just made its appearance in the market. It gives eighty ways in which untrained women can make money. All the schemes are practical, having had the test of experience. Get it and look it over, perhaps you will find some helpful suggestions in it. For men the problem of making money is not so serious, there being more avenues open to them. Of course, some tutoring can always

be had, and for those who wish there are ways of studying and earning a living at the same time. It is merely a question of endurance.

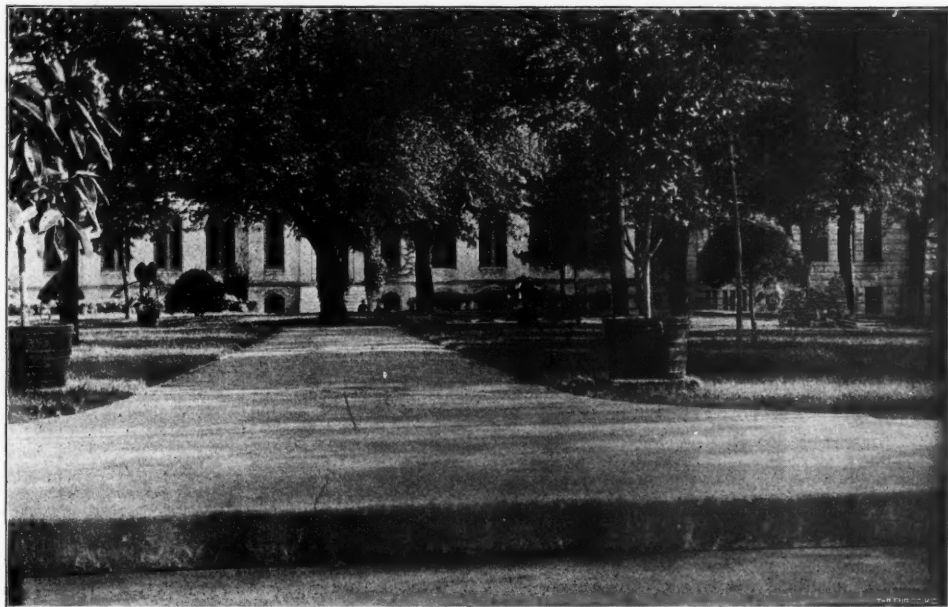
A college education is worth having, no matter what use you make of it and it can be obtained by the average teacher without very much self denial if he goes about it in the right way, if he makes up his mind to have it and does not swerve from his purpose.



Schools and Reading.

Children and young people out of school are not seeking information. Information is forced upon them in large doses year in and year out. What they want is amusement, and amusement they will have. If they do not receive it by legitimate sources, they will get it in some other way. Teachers and parents may think every avenue is closed, but if so they forget their own youth. The only remedy is to provide wholesome amusement—reading that is actually entertaining for different ages and understandings, and that shall gradually form a permanent taste. The mistake is too often made in school libraries of filling the shelves with "supplementary reading," informing books, readable, to be sure, but pills in jelly, after all. A large proportion of the shelf-room should be given to fiction, pure and simple—fiction that shall include Hawthorne's Wonder-Tales as well as his novels, George Eliot, Dickens, Scott, and some of Thackeray, Stockton, Miss Mulock, Mrs. Ewing, Miss Alcott, Mrs. Whitney, Mary Mapes Dodge, Susan Coolidge, George Henty, and numerous others,—the least of which would surely replace with advantage the books young folks get unadvised from the public library, or find too often around the house, or borrow from one another.

The wise and sympathetic teacher will watch what is being read if she can. If she has tact, she will often draw upon that knowledge in the history, geography, or literature class, showing how many novels are only the more interesting for a knowledge of the time, place, or writer. These things are not lost on ordinarily bright children. Often the results are far beyond one's hopes. And if in addition to all this, the boys and girls have, as is the case now in almost every school in the country, nature-reading in connection with observation lessons, their minds are in a fair way to become clean, fair, intelligent, and eclectic. On the schools lie the heaviest responsibility.—From A. C. McClurg & Co., Monthly Bulletin of New Books.



The Beautiful Approach to the Missouri State Normal School, Warrensburg.—Dr. E. B. Craighead is the principal of the school.

New York City Syllabi. X.

Arithmetic and Algebra.

Grade 5A.

Oral and Written.—The four operations in common fractions. Addition and subtraction of decimals; multiplication and division of decimals by integers. Reductions. Cancellation. Tables of weights and measures; denominate numbers. Measurements and comparisons. Problems.

Special Work.—Common fractions.

Common fractions. Oral. Special attention to business fractions; e. g., cost of articles at $12\frac{1}{2}\text{c.}$, $(\frac{1}{2})$, at $16\frac{1}{2}\text{c.}$, $(\frac{1}{2})$, at $33\frac{1}{2}\text{c.}$, $(\frac{1}{2})$, at $\$1.12\frac{1}{2}$, at $\$1.16\frac{1}{2}$, at $\$1.33\frac{1}{2}$. Written. Easy fractions. Least common multiple developed and applied in addition and subtraction of common fractions; greatest common divisor developed and applied in reduction of fractions to lowest terms; cancellation developed and applied in the multiplication and division of fractions. Definitions reviewed.

Decimals. Written. Numbers containing three decimal orders; addition and subtraction; multiplication and division by integers. Reduction of decimals to common fractions, and of common fractions to decimals.

Denominate numbers. Reduction, addition, subtraction, multiplication, and division, limited to two successive denominate units.

Measurements and Comparisons.—Circular measure, time, liquid, dry. Circle divided by diameters into four equal parts; arcs and angles of 90 deg.; perpendicular lines; right angles. Lines, rectangles, or circles separated into equal parts to demonstrate the following principles; multiplying the numerator of a fraction; multiplying the denominator; dividing the numerator; dividing the denominator.

Problems. Finding a part of a quantity; finding a quantity when a part is given; finding what part one quantity is of another. Concrete problems in all work of the grade, including the finding of areas of rectangles. Problems may involve more than one operation; explanations of processes may be required; operations may be indicated by signs. Bills as in 4B.

Grade 5B.

Oral and Written.—Common and decimal fractions and denominate numbers; reductions; the four operations. The per cent. equivalents of common and decimal fractions. Percentage. Measurements and comparisons. Problems.

Special Work.—Decimals and percentage.

Decimals.—Oral. The equivalents of the business fractions memorized; simple applications to multiplication, e. g., $.87\frac{1}{2}$ of 16? $.87\frac{1}{2} = \frac{7}{8}$, $\frac{7}{8}$ of 16 = 14. Written. The four operations reviewed; decimal equivalents of the business fractions (see 4A) found.

Percentage. Oral. Definitions. The per cent. equivalents of the business fractions found and memorized; simple appli-

cations; the three cases—finding a part of a number, finding a number when a part is given, finding what part one number is of another, introduced by comparison with fractional exercises; commercial discount. Written. The per cent. equivalents of the business fractions found and memorized; simple applications. Simple problems in the three cases; commercial discount.

Fractions. Compound and complex fractions, defined and simplified; easy common and decimal fractions of denominate numbers reduced to higher or lower denominations.

Denominate Numbers. Drill and review of all tables; operations limited to three successive units.

Measurements. Score, dozen, gross, great gross, quire, ream, considered and applied. Areas of rectangles and of right triangles.

Problems. Practical problems with all tables in denominate numbers and in percentage, including problems to find the gain or loss in buying in one denomination, and selling in another; explanations of processes may be required; operations may be indicated by signs. Bills. The model should have date, name, address, and business of the maker; name and address of the debtor; the terms debtor and creditor properly used and defined.

Grade 6A.

Oral and Written. Percentage and its applications. Simple interest. Measurements. Problems.

Special Work.—Percentage applied to business.

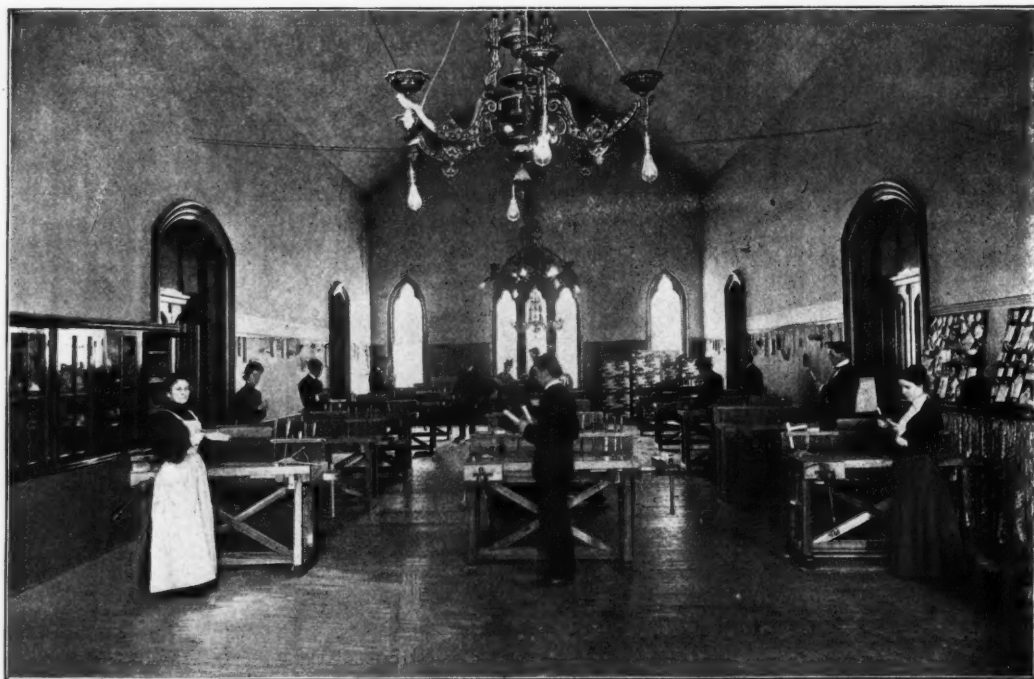
Percentage. Per cent. equivalents of the business fractions as in the preceding grades; fractions of one per cent. Profit and loss, the direct case in commission; the direct case in commercial (trade) discount; simple interest for years only.

Measurements. Contents of bins in bushels; memorizing 2150.4 cu. in., 1 bu. Reduction of dry measure to cubic measure; memorizing 231 cu. in., 1 gal. Surfaces of rectangular solids. Units of weight used by the jeweler compared with those used by the grocer; memorizing 5760 gr., 1 lb. troy; 7000 gr., 1 lb. avoird.

Denominate Numbers. Review and rapid drill in the fundamental operations as outlined in the preceding grades.

Problems. Finding a number when the number plus or minus a part is given, and corresponding operations in percentage. Practical problems in the work of the grade. Explanations of processes may be required; operations may be indicated by signs. Bills, checks, receipts, endorsement of checks.

The syllabi outlining the work to be done in the New York city schools under the new course of study are exceedingly helpful. Their practical value is recognized by teachers throughout the country. They will be printed in full in the *School Journal*. The general syllabi will be completed in the number for Oct. 17. They will be followed by the New York city course in drawing and manual construction work. The latter embodies the best pedagogical thought of the present day and correlates well with the general course.



A Manual Training Class of the State Normal School, Warrensburg, Mo.—Dr. E. B. Craighead, Principal.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING OCTOBER 3, 1903.

Examinations in pedagogy are rapidly becoming established as essential tests in the selection of teachers everywhere. General scholarship is no longer considered a sufficient guarantee of fitness for school work. This is as it should be. A knowledge of pedagogy and its related sciences may not be proof absolute of teaching ability, but it does show that the possessor has made earnest efforts to equip himself with the best thought concerning education. Teaching requires first of all seriousness of purpose and a desire to bring to the work the completest preparation possible. It is the practical appreciation of this truth which has shut thousands of school-rooms to candidates for teaching who lack interest in professional study. New York city, which pays the best salaries to teachers, also insists upon the highest standard of pedagogical equipment.

THE SCHOOL JOURNAL congratulates Mr. Walter H. Page upon his good fortune in enjoying a vacation these beautiful autumn days. We should never have known of it but for an article in the October *World's Work*, entitled "Reading for Teachers," pleasantly arguing for the emancipation of teachers from the study of anything relating to their business. Dry goods merchants, and plumbers, and railroad men, and miners, and even lawyers and physicians, may have their special periodicals, because—if we may guess at the reason—there is a preponderance of men in these callings. But why should there be need of any special journals for teachers? Who ever heard of a periodical for servant girls, or washer-ladies, or manicuresses? It seems to be a weakness of men, and many over-serious women have contracted the same habit, to make a study of whatever business they have entered upon as a life-work. But why should teachers bow to this habit, considering that men form so small a minority among them? At any rate, a Miss Shaw asks the question, and the opportune absence of Mr. Page from the editorial desk has permitted her to perform her exhilarating war dance in the types of *World's Work*. Mr. Page, when he returns, may consider the article pure rubbish, and the intelligent portion of his readers will share his feelings. We all know that mice *will* play. But then Mr. Page may explain, and his apology for the Shaw article will be readily accepted. People will understand.

The United States Department of Agriculture purposes to maintain a model school garden on its grounds at Washington.

By a recent ruling of the navy department, "The Star Spangled Banner" is our national anthem. It is to be played on our war vessels on all occasions when a truly national air is demanded.

Dr. G. E. Shuttleworth, during the past three years examiner of children for admission to the London schools, has made some valuable observations. A large group of children, he says, can only be described as neurotic. Neurotic children, he believes, are occasionally reported as liars when not consciously so. They are really carried away by exuberantly romantic imaginations. They are sometimes thieves without apparent motive, appropriating things which are of no use to them, and which indeed they freely give away to others. Another curious point is a morbid fear of soiling the hands and dress.

The thousands of friends of Secretary Irwin Shepard of the N. E. A. will rejoice with him at the appointment of his son, Elmer, as instructor in mathematics at Williams college. Mr. Elmer Shepard has for a number of years assisted his father in disposing of the vast amount of work devolving upon the secretary at the annual conventions and is known to most of the regular attendants as an ever courteous, faithful, and efficient

worker. He was graduated from Williams in 1900, winning Phi Beta Kappa. He spent the next year in post-graduate work at Columbia. He taught mathematics in the Coulter University Preparatory school, Chicago, the following year, and still more recently he has had charge of the department of mathematics in the Illinois State Normal school, at Charleston, under President Lord.

The Restlessness of Children.

The best clock made is not as valuable a time-piece to the teacher as the restlessness of her children. Clocks mark sixty minutes to the hour, even on the sultriest days. When something unusual has stirred up excitement and the children are eager for recess to give them a vent for their pent-up feelings seconds and minutes keep their calm, indifferent, measured step. It is well to have a time-table; it is better to follow it closely *as a rule*. But the restlessness of children must retain the privilege of over-ruling the dictates of the clock.

If clocks and time-tables, and—let us be frank—teachers, could have their way, the schools would pitchfork every bit of child nature out of the children. Fortunately, there is a limit to the child's ability for continuous attention. No amount of driving, and threatening, and coaxing can keep the child within the confines of monotonous work. It is better, then, for the teacher to let indications of restlessness serve her as friendly monitors. Instead of frowning and scolding, let her be thankful for the whisperings and fidgetings and inattentiveness which remind her that there must be change of activity, or the class will get beyond her control. It is by trying to swim against the stream that teachers waste most strength and health. Attention to the just demands of child nature would save them much annoyance and make them happier and sweeter-tempered.

It is well to guard against class-room irritations early in the term, before one has formed the habit of fussing and contumacy, in the face of unmistakable signs that the laws of child nature are being grossly disregarded. The right kind of child study is the surest help. As much as in you lies, keep in harmony with all mankind, especially your pupils.

Schools as "Centers."

It has been urged for several years in THE JOURNAL that the school-house should be an intellectual, social, and moral center for the community in whose midst it is placed. Very little attention was paid to the representation made that the old school-house had passed away as well as the old education; in general, it is to be supposed the recommendation was not relished. The teachers supposed it meant additional hours and work for them. And, besides, the field of effort was not clear if reading, spelling, and arithmetic were not pursued.

But the educational world does more; the arguments of THE JOURNAL were heeded and this year sees inaugurated a system of "centers" for the schools of New York city. Under the title of Recreation Centers twenty-one schools are to be opened, eighteen in Manhattan, three in Brooklyn under the general direction of Miss Evangeline E. Whitney. In these basketry, bench work, burnt wood, chair caning, embroidery, fret sawing, knitting and crocheting, leather, millinery, sewing, social occupation, iron, whittling, and weaving will be taught; the schools being open every evening from 7 to 10 o'clock. It is thought there will be 160,000 pupils gathered nightly at these "centers."

That there is a New Education will now be believed. This step is one made inevitable when it is admitted that the public is to do more for a child than teach him to read, write, and employ figures. That is a right thing to do, but the judges at the courts now tell us all the youthful criminals possess this accomplishment.

It has become plain that the children were not long

enough in the society of educated people and so an earlier beginning was made in the kindergarten. By bringing the pupils together in the evening and giving them employment they will be a longer time in the presence and under the influence of those who are able to benefit them.

We therefore welcome the use of the school building as a "center;" the present difficulty will be to furnish suitable employment, recreation, and culture at these points. Here will come up a question that will require much observation and thought to answer.

The Mosely Commission.

Alfred Mosely, who is bringing a committee of prominent Englishmen to investigate the American schools, arrived in this country on Sept. 19. The itinerary will include visits to public and technical schools, colleges, and universities. Mr. Mosely announces that while the commission was not an official one, it had been looked upon with favor by the school boards in England, and they had rendered it every assistance.

"The commission will study your educational system," he said, "and will go into every phase of the work. Two months will be given up to the work, and on our return every member will make a report giving his views on the subject. These reports will be published in pamphlet form, and given a wide circulation. We realize that there is much to be learned to our advantage in studying your schools, and especially your public school system. If we find points worth copying we will speak of them in our reports.

"We want to see all there is to be seen, and will even examine into the parochial schools. I am sure that every effort will be made to aid us in our investigation."

A Model School.

In connection with the normal school at New Britain, Conn., a training school has been erected which it is hoped may serve as a model for many others as regards interior arrangements. The latest ideas in school construction and school equipment have been made full use of in this school.

It is a two-story brick building of ten rooms, all provided with gas and electric lights. The floors are of maple, the doors of birch and the remainder of the woodwork is finished in pine. Each room has three doors, and is lighted by several windows. The chairs and desks

are of the adjustable variety, the blackboards of the best slate. Book cases are set in the wall, and there are a telephone and electric bell in each room.

Halls extend the full width of the building, lighted by large windows at either end. The cloak rooms are in the halls. They are composed of heavy iron netting with hooks inside which are numbered consecutively. This manner of construction allows a strong current of air to pass thru the netting, and thus the garments of the pupils are kept free from odors which naturally arise in a closed room filled with the wearing apparel of school children. In each hall there is a hygienic drinking fountain. This is operated by a key, the water rising from a porcelain basin to a height of about six inches.

The heating and ventilation is by the direct and the indirect system, the former being by steam, and the latter by hot air. There is a vestibule within each entrance to the building, and in each of these vestibules is a steam radiator, so that when the inner door is opened instead of a flood of cold air pouring in, the air will be warm and there will be no perceptible change in the temperature of the halls or school-rooms.

The Daily Program.

The matter of a daily program is one of considerable interest, and there is in many places a fixed policy on the subject. The daily program with its scope and suggestions, as used in the schools of Savannah, Ga., is presented here for purposes of comparison. Within the limitations set forth below, teachers make their own programs, which are subject to the approval of the principal and superintendent. The figures denote the number of minutes daily devoted to each subject in each grade; those in italics indicating home studies:

	1	2	3	4	5	6	7
Opening Exercises	10	10	10	10	10	10	5
Reading	70	70	70	50	30	30	20
Spelling	120	30	30	30	20	20	20
Writing	20	20	20	20	20	20	15
Arithmetic	60	70	80	90	80	80	75
Geography			30	30	40	30	30
History					30		30
Physiology						20	15
Gram. & Languages			20	40		30	40
Composition	30	40			50	20	30
General Exercises			10	10		20	15
Time in School	220	240	270	280	280	280	280
Recess	15+20	15+20	20	20	20	20	20

To prevent fatigue and loss of interest, recitation periods, without change of subject, should not exceed fifteen minutes in the first grade, twenty minutes in the second grade, and thirty minutes in the third grade. Home lessons should come early in the day.

Studies requiring most thought should come in the forenoon.

Study periods should, in general, alternate with periods of recitation.

Recitations should occur on the same day with the corresponding study period, and usually the former should follow the latter.

The writing and composition work should come at the close of the morning and afternoon session.

Home studies should be those requiring but little assistance in preparation, and involving the least inconvenience to pupils.

Coming Educational Meetings.

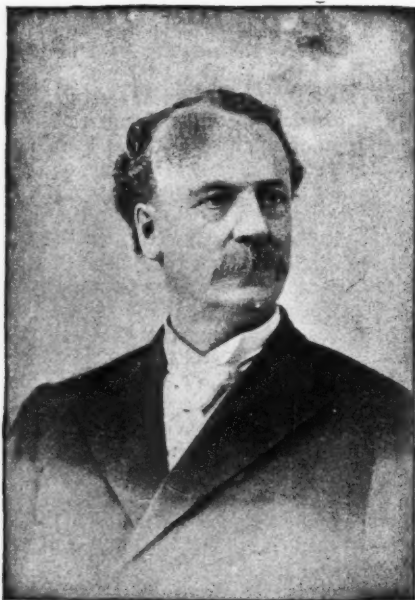
Oct. 10.—New York City High School Teachers' Association, at the High School of Commerce, New York city. J. J. Sheppard, president; Helen M. Sweeney, secretary.

Oct. 15-17.—Northeastern Iowa Teachers' Association, at Mason City. J. E. Stout, Mt. Vernon, president; Adeline Currier, Cedar Falls, secretary.

Oct. 16.—Connecticut State Teachers' Association, at Hartford. C. B. Jennings, New London, president.

Oct. 16-17.—New Hampshire State Teachers' Association, at Concord. Supt. G. H. Whitchee, Durham, president.

Oct. 21-23.—Union Meeting of New England Association of Superintendents, Massachusetts Superintendents' Association, and New York State Superintendents' Association, at Boston.



Frank A. Hill, Secretary of the Massachusetts State Board of Education, who died September 14. See SCHOOL JOURNAL of September 19.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Teachers' Contracts.

The contract between a teacher and a school board is too often the subject of legal controversy. The Kentucky courts have added to the law on this subject in a recent decision. The statute provides that the trustees of each school district shall employ a qualified teacher and "agree with him as to compensation," and that the contract "shall expressly prescribe that its terms are subject to all the provisions of the common school laws, and shall be in writing, signed by the teacher and at least two of the trustees."

The decision of the court declares that a contract providing that several teachers shall teach a school for the public money "to be apportioned among them according to an agreement yet to be made," is not such a written contract as the law contemplates. It was held that the writing does not fix the compensation, but leaves it for future agreement, and therefore the contract is not enforceable.

Teachers' Vaccination.

The Pennsylvania courts have decided that school directors have the power to suspend a teacher because she refuses to comply with a regulation of the board requiring teachers to be vaccinated.

No Authority for Annuities.

The board of education in Minneapolis, Minn., adopted a by-law that one per cent. of the salaries of all teachers should be paid into a fund to provide annuities for teachers incapacitated by long service. All the teachers employed by the board were required to consent that this percentage should be diverted by the board to establish the pension fund. The state courts, however, held that the exacting by contract of such a percentage of salaries was illegal.

Protection of Teachers.

The Alabama courts have decided that the fact that a pupil in a school is severely punished is not a provocation sufficient to justify an assault on the teacher by the father of the child. The teacher is enabled to exercise due authority by this decision.

Superintendence of Erection of Buildings.

The town of Ridgeway, Mo., was recently sued for money claimed to be due for superintending the construction of its \$8,000 school-house.

The revised statutes of the state require that contracts with school districts must be in writing, including the consideration, and must be subscribed to by both parties. The plaintiff against the town of Ridgeway testified that he made a proposition in writing to the school district, offering to superintend the construction of a building for the district for two hours a day for \$25 a month.

The school board's record recited that the plaintiff was elected as superintendent of construction "on his proposition that he was to do the work for fifty dollars." The record was signed by the president and secretary.

The plaintiff sued for more than the fifty dollars offered by the school board, but was defeated. The court held that tho it might be inferred that the plaintiff signed his "proposition in writing," yet the writings taken together were insufficient, because they showed that the minds of the parties had not met. The fact, it added, that the plaintiff performed services could not be construed as an adequate acceptance of the board's employment of him, since a written acceptance would be necessary under the statute.

Women and School Elections.

The Kentucky statutes provide that any widow (or spinster) residing in any school district, who is a tax payer or who has children to be educated, within the age fixed by the common school law, shall be deemed a qualified voter at common school district elections.

An attempt was made to have the result of a certain school district election set aside as illegal because women were allowed to vote.

The court held that where women were allowed to vote, it would be presumed that they belonged to the class which the statutes declare to be legal voters, and until this presumption is overthrown such an election must be regarded as legal and valid.

Suspension of Pupils.

The courts of Pennsylvania have decided that the investigation of charges against a pupil may be delegated to a committee of a school board, when the action is afterwards reported to and reviewed by the whole board of school directors. Under such circumstances the finding of the board is conclusive, and it cannot be compelled by mandamus proceedings to restore a pupil to school after he has been suspended or expelled. This decision is based on the Pennsylvania statute regulating public schools. This statute gives the board of directors power to suspend or expell all refractory pupils after a hearing and full examination.

Recovery of Salary.

A teacher in Randolph county, Ind., recently sued the trustees to recover her salary, which the trustees refused to pay on the ground that the school had been abandoned. The school had been closed by the trustees because the patrons refused to enforce a vaccination order. The teacher, alleging that her contract covered the whole year, sued for the remainder of the year's salary. The trustees, however, had abandoned the school, in furtherance of a plan of consolidation.

The township trustee put forward the fact of the complete abandonment of the school and contended that the contract was a per diem one only. The court held that the contract covered a minimum term of six months, and that as the closing of the school was not the teacher's fault, she was therefore entitled to the salary due for the remainder of the school term.

Apportionment of School Funds.

The laws of Nevada make it the duty of a census marshal to take a census of the school children in his district annually and report the result to the county superintendent. If the county superintendent believes that a correct report has not been returned, he may appoint a census marshal and have the census retaken for the purpose of apportioning the school funds among the several districts. The courts, however, have just held that the superintendent has no power to correct the census marshal's report, without first ordering a new census, and cannot make his apportionment of school money on the basis of such a corrected report.

Employment of Teachers.

A teacher in South Carolina recently sued her school board for a balance due upon a contract to teach a term of five months in District No. 37. It was proved in the trial that the trustees had dismantled the school-house, carted the furniture off, and otherwise placed obstructions in her way. The trustees also refused to give her an order on the county treasurer for her salary.

The court awarded the teacher \$120 and laid down the following four points of law: 1. That the circuit court has jurisdiction in an action by a teacher against a school district for damages for breach of contract. 2. That the complaint in an action by a teacher for breach of contract to teach a school need not state that she held a certificate at the time of the contract. 3. The doctrine that in an action for breach of contract for services the amount earned during the contract time should be deducted from the liability of the master, does not apply when the earnings were after the expiration of the contract time. 4. In an action for breach of contract of employment of a teacher, it will be presumed that the trustees of a public school employ only teachers having certificates from examining boards. In addition evidence as to a teacher's conduct during a previous term is irrelevant.

Vacation Repairs.

The supreme court of Nebraska has decided that the director of a school district, with the consent of the moderator, may contract for repairs on a school-house during vacation without even calling a regular meeting of the school board. If the treasurer of the school district refuses to pay out of the school funds for such repairs, a court may give a mandamus to compel him to do so.

Teachers Protected from Removal.

The court of appeals of New York has recently held that teachers employed in the public schools after the charter took effect are protected from removal during good behavior and competency, and that they cannot be reassigned to a lower grade at a less salary except after due notice, trial, and hearing.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$3 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications.—free.

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E. L. KELLOGG & CO., Educational Publishers, 61 East Ninth Street, New York

THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office

Hood's Sarsaparilla cures radically—that is, it removes the roots of disease. That's better than lopping the branches.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

A most interesting and instructive catalog of books and other aids for the teaching of agriculture has been issued by Messrs. Laurie, of Paternoster Row, London, England. It contains a description of large unbreakable models of grains, fruits, flowers, vegetables, and seeds, and also anatomical models of the horse, sheep, ox, and other domestic animals. These models can all be taken to pieces for teaching purposes. There are also cabinets of agricultural rocks, fertilizers, insect friends and foes of the farmer and fruit grower, collections of woods, and lantern slides and diagrams.

Just at this time of year colored crayons are particularly in demand. The crayons of the Eagle Pencil Company are specially adapted for artistic colored work. They are highly recommended for colored map-drawing, checking, etc., and will be found to be cleaner, cheaper, and in every way more desirable than water or oil paints. The Eagle solid crayon holder, of highly finished nickel, enables the utilization of the entire crayon.

"Shaw-Walker Systems" is the title of a fifty-eight-page booklet describing every part of business and professional work where filing can be used. Among the subjects touched upon are card-systems, vertical filing, document systems, mercantile report files, book-cases, banking, insurance, legal and catalog systems. A special feature of the work of this company is the department of expert service by which the advice of experts is made available to the customers of the firm. Some of the cabinets represented are particularly adapted for school use.

The descriptive catalog of school supplies manufactured, imported, published and sold by the Central School Supply House, of Chicago, is interesting reading for the prospective buyer of school equipment. There are specialties without number in addition to general supplies, furniture, stationery, and library filing cabinets. While the whole catalog is notable for its appearance and careful arrangement the portion given to globes, charts, and cabinets strikes us as especially worth attention.

D. Appleton & Company are preparing to bring out a list of primary text-books and it is understood that the work is being pushed to a rapid and satisfactory completion.

A recent English invention is a simple device for preventing elevator accidents. It may be employed on any kind of elevator, the arrangement being such that, should the hoisting rope break, the safety catch will immediately bring the car to a standstill.

This device consists of a pair of toggle-levers fulcrummed to the cross-beam of the car, and at their common joint connected to the hoisting rope. The outer ends of these levers terminate in dogs or shoes, which are serrated, so that, when brought into operative position, they will be embedded in the guides in the shaft.

Normally they are kept out of engagement with the guides by the tension on the hoisting rope. Should the hoisting rope break, the levers will be immediately straightened by the tension of a pair of springs, so that their serrated ends would be thrust into the guides. The weight of the car only tends more to straighten out the levers. Experiments have shown that the car is not stopped with a shock, but with a gradual arrest of the elevator.

Catalogs Nos. 15 and 17 on "School Apparatus" and "Seating and Furniture," of E. W. A. Rowles, 177-179 Monroe street, Chicago, are full of desirable information for the buyer of school equipment. They are carefully indexed and in a convenient form.

The illustrated catalog of A. L. Bemis, of Worcester, Mass., describes interesting manual training benches which are the result of careful study and development by practical teachers.

"Current Copy Books," published by The Ellsworth Company, 127 Duane street, New York, will furnish much valuable information on the subject of copy-books for schools. Specimen pages are given of the copy-books and all the appliances of service in teaching writing in the schools are fully described. Special attention should be given to the fact that this company furnishes drawing blanks, examination paper, spelling pads, blocks and packets, ruled and unruled, blotters and bookkeeping blanks of all kinds.

An "Index for Pencil Users" is published by the Jos. Dixon Crucible Company, of Jersey City, N. J. It is intended as a time-saver for busy people. The members of the firm do not expect every one to read this book thru, tho if a person had the time, and was interested in pencils, he could find no more profitable reading. Their main purpose is to index the

facts in regard to the 1,000 different Dixon pencils for pencil users, so that any one can find the fact he wishes to know. The book is handsomely printed and illustrated, and in every way creditable to the firm issuing it.

The National Publishing Company, of Louisville, Ky., publishes a device known as the Williams-Tilford writing book, consisting of a copy book with cardboard bands and blotters. The copy to be written is placed under the bands directly over the space to be written upon. As each line is written, the copy and blotter are moved down, drying the writing, concealing it, and placing the copy just above the next line. In this way the copy follows the pen, and the movement of the eye is to the right and downward. Teachers all know the results of copying the sentences set at the top of the page. The first line is usually good, but each succeeding line grows poorer and poorer, no longer copies of the model, but of the diminishing elegancies of the pupil's own work.

The Excelsior Slate Company, of Pen Argyl, Pa., is making a specialty of "Hand Shaved Slate Blackboards," which is well worth investigating. This company was established in 1885 and has built up a wide reputation by the quality of its goods. There is simply no better slate made in the Pennsylvania black slate region. The company's plant is equipped with the latest improved machinery for quarrying, hoisting, and preparing slate for the market. Thus orders can be filled promptly with the best material the market affords.

The fiftieth anniversary of the founding of the Bausch & Lomb Optical Company was recently celebrated in Rochester, N. Y., with a special entertainment for the 1,200 employees and a large number of guests. Beautiful Tiffany loving cups were presented to the founders, J. J. Bausch and Henry Lomb. The firm has steadily kept to the front in the development of American optical manufacturing. Since the rise of the camera it has attained success in that line as well as along other lines of scientific activity.

Shorthand: Its Present Day Value is the title of a brochure published in England to describe the Sloan-Duployan shorthand system. This system originated in France and after some adaptation was introduced into England.

Condensed Charging is the title of a robin's egg blue backed catalog issued by the Remington Typewriter Company in the interests of the "New Remington Billing Typewriter." Teachers of commercial subjects would do well to secure a copy.

The Library Filing Cabinet Company of Chicago, has issued a neat booklet dealing with cabinets and sectional book-cases.

The Andrews School Furnishing Company, 9 West Eighteenth street, New York, are making a specialty of their "New Oxford" desk which certainly is a handsome piece of school furniture.

The Sanford Manufacturing Company are about to place on the market a "pen fountain," a useful device for filling fountain pens. This, it is claimed, will eliminate all possibility of ink stains, as no dropper is required. The barrel or container, which is filled with ink, is made of hard rubber, with a nozzle and rubber bulb attached.

A slight pressure on the bulb will cause the ink to flow, filling the pen evenly without bubbles and without overflowing. When not in use, caps close the nozzle and bulb, making a package that can be safely carried anywhere.

An ingenious help for the study of parliamentary practice has been published by the Statesman Job Office of Salem, Oregon, called "Davey's Epitome of Parliamentary Practice." It consists of a series of light cards which give the gist of the various rules likely to be consulted. Among the subjects are: "Does Not Need a Second," "Opens Main Question to Debate," "Cannot Be Reconsidered," "Requires Two-thirds Vote," "Precedence of Motions," "Cannot Be Amended," "Questions Not Debatable."

Longmans, Green & Co. have just published a "History of England," by E. Wyatt-Davies, of Trinity college, Cambridge university, which has been generally accepted as the best Catholic history yet put on the market. It is a scholarly treatment of the subject, and the Catholic schools throughout the country have so generally appreciated it that the supply has hardly kept pace with the demand.

It is essential in a sketching crayon that the worker get evenness as well as smoothness from its use. The Dixon Crucible Company has secured such results in the sketching crayons which they are now offering. For general use these pencils are wholly delightful.

The Making of Steel Pens.

Something over a million gross of pens are used every year. A goodly proportion of these are consumed in the schools. Accordingly, the manufacture of these little implements is a matter of considerable moment. The people of the present are so thoroly used to buying a pen for a small amount that they find it difficult to realize that, a hundred years ago, pens were an expensive luxury and metal pens almost unknown. In fact, it was not until 1830 that the making of them was improved to such a degree that they came into general use. In ancient times, a kind of reed was chiefly used for writing. Quill pens probably were introduced after the invention of modern paper. During the eighteenth century many efforts were made to improve the quill pen, the great defect of which was its speedy injury thru use. These efforts were in the line of putting a metal point on the end of the quill. So great delicacy of fitting was necessary, however, to accomplish this that little practical success attended these experiments.

At the beginning of the nineteenth century pens were first made wholly of metal. These pens consisted of a barrel of extremely thin steel and were cut and slit so as to resemble the quill pen as closely as possible. Their chief fault was hardness, which produced a disagreeable scratching.

About 1830, improvements were made which brought the pen into general use. Three slits were made in the pen to give greater softness and flexibility.

The manufacture of the steel pen began in America about 1860. The Esterbrook Steel Pen Company was established in 1860 and has done business continuously ever since. The gold pen, however, was used before that date and large numbers were in use in America before the steel product was produced of sufficiently good quality and cheapness to allow them to compete with the writing materials then in general use.

The steel pen of the present day starts in life as a piece of crude iron ore, mixed with silicon, sulphur, phosphorus, and



The popular point of to-day.

other objectionable substances. These are burned out with charcoal. Next, the refined raw material is made into steel and then sent to the pen works in sheets, say, perhaps, eight feet long by three wide. Only the best of steel is used for pens. When the steel reaches the manufacturer it is thoroly cleaned and rolled into sheets until the steel strips are of the exact thickness required. This is very thin, indeed, for the average pen is only about as thick as paper.

The great sheets of steel are then cut into small strips, probably about three inches wide, according to the size of the pen to be made. The strips of steel have been annealed previously, that is, they have been heated to a red heat and permitted to cool very gradually, so that all brittleness is removed and the steel is soft enough to work.

The short steel strips are passed thru a cutting machine which rapidly punches out pieces which show some resemblance to a pen, only they are perfectly flat. This process obviously causes a waste of the steel, but the scraps are sent back to be made into plates again.

These flat pens are then stamped with their number and the maker's name. This is a very important operation, for the number enables it to be identified thruout its existence. This stamping is done with a sharp die which cuts deep and clean so that the reading matter will not be obliterated in the processes which are to follow.

The next process is called slitting. The pens are passed one by one into a cutting machine worked by a small hand-lever, which makes the two side-slits. These little slits serve to regulate the elasticity and also facilitate the flow of the ink. The pen is then pierced in a hand press in which a punch cuts out the little hole in the center.

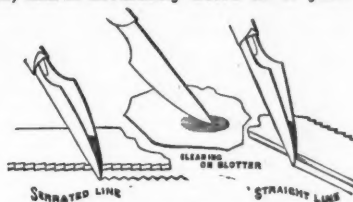
Next, the pen is molded in a form. It is placed in a press which has a sinker and grooved die. This rounding of the steel enables the finished pen to hold the requisite ink and to distribute it more gradually than can be done with a flat blade.

The next process is hardening, which is followed by tempering. The steel is heated to a cherry-red and then plunged into some cool substance, usually oil. This at once changes the quality of the metal from a soft, lead-like substance to a brittle, springy one. Then the temper of the steel must be drawn, for, unless this were done, the pen would be too brittle. The drawing of the temper consists of heating the pen until it reaches a certain color and then allowing it to cool.

Scouring is next resorted to in order to remove the traces of the fiery ordeal. A large number of the half completed pens are placed in a tin cylinder, which is kept revolving by machinery; sand and emery-powder are mixed with them,

and the friction of these materials and of the pens themselves cleanses them from all impurities and brings out the natural color of the metal. The outside of the nibs is then ground, first lengthwise and then crosswise.

The most important operation follows. This is, making the central slit. Upon the nicety with which this is performed the value of the whole pen depends. It is done in a hand press. The cutting part consists of two chisels, one fixed on the table, the other coming down upon the depression of the lever, and so accurately fitted as to just clear each



For Commercial Departments.

other. The operator holds the pen lengthwise on the fixed chisel and brings down the movable one so as to affect the beautifully clean cut which we find in the best pens. In cheap pens, much of this is done by machinery instead of by hand labor.

Two processes only remain before the pen is ready for packing. The first is coloring by heating them in a revolving cylinder. This gives a blue or yellow color, according to the time employed. The last is varnishing them with a varnish of lac and naphtha.

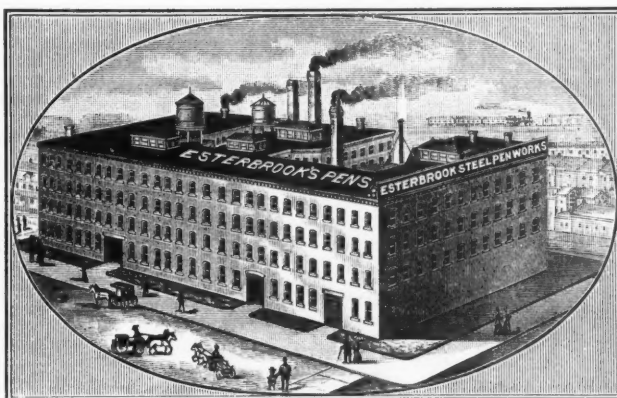
There are immense numbers of different-sized, finished, and barreled pens, but all are made by the same general process. The large variety made is due to the fact that the pen is an implement, in the selection and use of which the individuality of the user plays a prominent part. For general writing purposes the plans are required that are equally removed from fine pointed and blunt pens. Some of the pens, as the Esterbrook pens, illustrated by the accompanying cuts, vary in size at the point, from a hair to fully a quarter of an inch.

A certain degree of elasticity is needed in any pen for the necessary shading and for ease in writing.

In size, the majority of pens used in the schools do not vary appreciably from one and a half inches in length, and the shape is usually straight, the simplest form into which steel can be made.

The widest pens give clearness and distinctness. A fine pointed pen is not calculated for rapid movements, as its tendency is to tear the paper. Of late years this obstacle has been overcome by having the points turned up. However, the most pens sold are the so-called "stub" pens. The pens were made blunt to give the quill finish, which insures ease. A large number of these are sent to foreign countries, and, as a matter of fact, they really form the only kind of pens exported from the United States.

The Esterbrook Steel Pen Company, since its organization in 1860, has been making first quality pens in such quantities that the whole country could be supplied. By close attention to all the various processes of manufacture detailed above the demand for their pens has been an ever-increasing one. In the school trade this increase has been particularly noticeable. They make a special variety of pens particularly



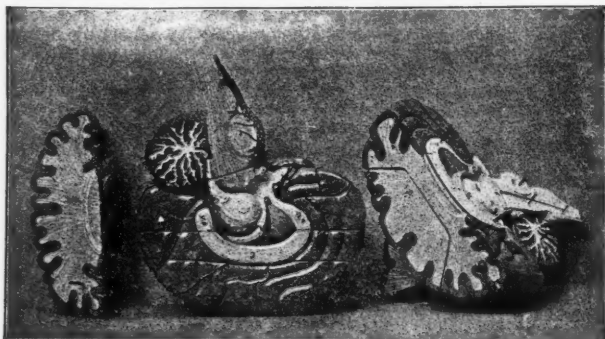
The Esterbrook Company's Plant.

adapted for school use. For ordinary use the "Falcon," shown by the cut, is most satisfactory. Then, as models of the extremes in pen sizes, we have the lightest pen designed for a lady's use and the heavy, blunt stub as the heaviest. Then, for use in bookkeeping, we see a peculiar, saber-shaped pen for making the red-ink lines. Among the two hundred varieties which this firm manufactures may be found all sorts of curios, but all made in the same general way.

Models for Studying the Sensory Apparatus.

For the study of the brain and the sensory organs the Kny-Scheerer Company supply a number of excellent models made from casts obtained from special preparations and dissections of brains.

The eye and ear, naturally, occupy an important place in



The Brain.

physiology and psychology, and here models are an absolute necessity. The Kny-Scheerer apparatus gives most satisfactory aid. One model represents a vestigial section of the right eye, greatly enlarged of course, showing the muscles, optic nerve, crystalline lens, all surrounding cornea. A complete



The Eye.

model of the eye, five times enlarged, contains perfect representation of all the muscles, arteries, and veins; the whole being entirely dismountable.

The models of the auditory apparatus of which pictures are given on this page, are the largest and most complete ever made.—all are fascinating study for the psychologist.



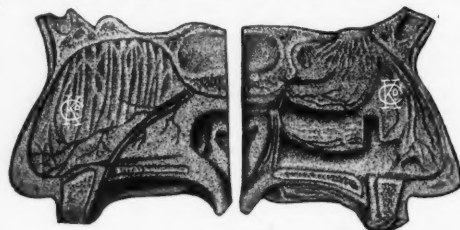
The Ear.

Its numerous curving labyrinths in themselves are enough to make a good model necessary.

The model shown in the cut represent the largest and most complete models of the ear ever made. It covers all

the recent observations of the best scientists which have been taken into consideration. They facilitate, as nothing else can, the comprehension of the play of the ossicles, the function of the round and oval windows, of the membranous canals, of the endo-lymph, of the peri-lymph, of the cochlea and action of the air contained in the middle ear.

As regards the senses of taste and smell, it is almost impossible to convey any adequate idea of the mechanical structure without a satisfactory model such as those of the tongue and of the nose, which are made



The Nose.

by the Kny-Scheerer Company. The tongue mode exposes the fibrous septum; the diverging muscular fibers, the roots of the blood vessels, the nerve fasciculae, etc. The model of the nose shows the septum,

the external walls, turbinated bones, arteries, nerves, and veins.

For the testing of eyes there are various kinds of apparatus. By the aid of these color blindness may be determined, and other deficiencies of vision may be detected.

All the instruments and models put out by the Kny-Scheerer Company are skilfully and carefully made in accordance with the most authoritative scientific principles. A visit to the ware-rooms of the firm at Fourth avenue, New York city, will be greatly enjoyed by every teacher and student of science.

An Improved Projection Lantern.

The McIntosh Stereopticon Company have just placed on the market a new improved "College Bench Lantern" containing many features not hitherto adopted in lantern work. It is the result of careful study as to the varied demands made upon a lantern used as an educational medium. Not only must such a lantern be capable of projecting ordinary slides or transparencies, but must be quickly and easily adapted for scientific projection covering experiments in acoustics, optics, microscopy, physics, or chemistry.

This lantern has for its foundation long nickel-plated brass tubes, rigidly held a few inches apart and above a base board by three supporting brackets, forming a track or bench, which holds a series of interchangeable sliding supports or bridge pieces on which may be secured the various parts necessary for the particular kind of projection work in hand.

Sliding Y-shaped bridge pieces are so constructed that they can be either securely locked to the bench or swung over out of the way on one or the other of the track tubes as desired. This hinge-like movement of the supports is of great convenience, since it enables one to change quickly from one kind of projection work to another.

All sorts of apparatus suitable for projection can be used on the bridge pieces, such as slot and diaphragm attachments, prism support, mirrors, lenses, chemical tanks, polariscopes, and crystal stages.

A new construction is used in mounting the lenses of this lantern. Each lens is contained in a separate brass ring so arranged that it can be easily slipped into place and fastened securely in but a few seconds of time. There are several advantages of this method of construction. The equivalent focus of the condensing lens system can be changed at will by substituting one lens for another of different focal length, thus giving the operator power to use the combination of lenses which exactly suits the condition under which they are to be used.

The distance between the condensing lenses can be varied at will, which is an important feature, especially when using high power microscope objectives, since a slight variation in the distance of separation will often increase the illumination on the screen.

By the method of mounting, the extra condensing lens can be reversed, secured to a support and used to advantage as a projection lens in some experiments.

The metal parts of the instrument are nearly all made of an aluminum alloy, which greatly reduces the weight of the entire instrument. The different accessories sold to use with this instrument are all interchangeable in the Y supports.

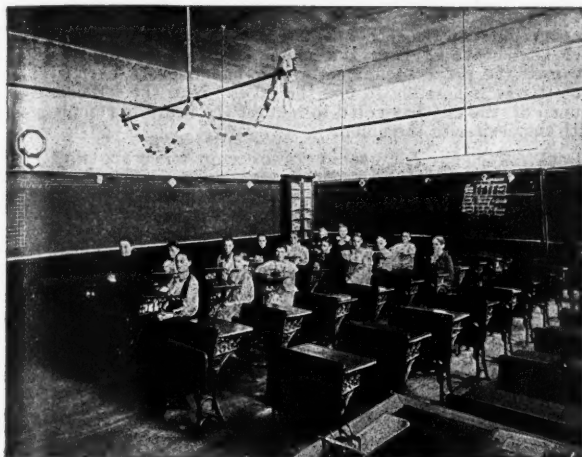
This is an important addition to school equipment and one that will repay investigation. Inquiries should be addressed to Department One, McIntosh Stereopticon Company, 35-37 Randolph street, Chicago.

This company also supplies projection apparatus, microscope attachments, and all the accessories for physical and scientific demonstration.

An Object Lesson in Lighting.

The importance of good light in school-rooms has been repeatedly urged in these columns. The merits of the various patented glasses have also been carefully described.

The accompanying cut is a good object lesson of what the use of certain improved glass is. The room shown is in a Chicago public school. On account of the surrounding buildings it was necessary to use artificial light a large portion of the time. In place of ordinary glass, the prisms manufac-



tured by the American Luxfer Prism Company were substituted. The cut shows how well lighted the room is at present.

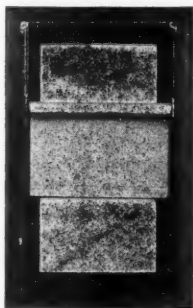
The clear white light permits the school work to be done more easily and correctly. There is a great saving in artificial light. The sanitary conditions are improved by the increased daylight. In addition, these windows are fire-proof.

Similar results could be produced in many rooms which are now dark and gloomy.

Then a quarter of the children in our schools would not have their eyesight injured, as is claimed to be the case at present.

Adjustable Shades.

A small and apparently insignificant device that has attracted a large amount of attention and has been adopted for use in hundreds of school buildings thruout the country is the Johnson Window Shade Adjuster manufactured by R. R. Johnson, 167 Dearborn street, Chicago. It enables the curtain to be placed at any part of the window desired. The accompanying diagram gives a good idea of the working of the device. The curtain rod is fixed to a sliding bracket. This bracket is made in two parts, and clasps together on the window stop without removing or marring it.



The easy removal and repair of curtains fitted with the adjusting appliances, and their comparative cheapness have brought back the old demand for cloth shades for school windows.

That these shades permit a ready manipulation of the light is obvious. Then, too, all the upper light of the window, the most valuable part, can be allowed to stream into the room. Any part or the entire window can be shaded as desired.

In ventilating, when the Johnson adjusters are used, the upper part of the window can be opened without any attendant shade flapping and wear and tear.

Many schools are already using this adjuster, among them those of Chicago, Racine, Wis.; Oshkosh, Iowa; the Western Illinois Normal school, and the Iowa State college.

A Manual Training Catalog.

The new catalog of manual training supplies and tools, published by Chandler & Barber, of Boston, contains all the equipment in this line that fifteen years' experience in furnishing schools in this and in foreign countries has proved to be necessary for the work. This makes the catalog a valuable handbook for those specially interested in manual training. The part given to benches is particularly rich in information. Here the latest improvements are described and the reasons for them presented.

The "standard" bench which is used by the Boston and St. Louis schools, is three feet long, three feet and a half over all, and two feet five inches wide. It has a self-ad-

justing patent parallel vise, which holds work six inches from the top of the bench to the vise screw. It also has tool racks, hooks for saws, lag screws, etc.

Particularly helpful to those contemplating the introduction of manual training are the diagram and suggestions for the proper arrangement of a school-room equipped for manual training work. The suggested outfit for special kinds of work will also be found of solid value.

Caps and Gowns.

The custom of wearing caps and gowns at appropriate times and occasions has become fixed in many institutions of learning. It is a pleasing uniformity, which, on its historic side, serves to remind us of the dignity of learning, while on its democratic side it makes all equal in fellowship. The *esprit de corps* developed in many schools thru the wearing of the academic costume has often been surprising.

In this line of work one house stands at the head in this country, and indeed, it is due to their efforts that we possess any uniform scheme of caps and gowns,—that firm is Cotrell & Leonard, of Albany, N. Y. Their success is attested by their having received the patronage of all the leading universities of the country. The extensive scale of their operations and the accumulated experience and skill, coming thru years of employment in this industry, guarantee prompt and satisfactory service.

The business arrangements of Cotrell & Leonard are skillfully organized to meet particular conditions. They make a specialty of class contracts. Each gown is cut to measures, on patterns that have been perfected thru a wide and long experience, and the finishings thruout are of the best quality. The gowns are shipped for distribution to a designated member of the committee of the class, who is only required to furnish a letter of recommendation from the head or treasurer of the institution.

The measurements are simple and are easily taken. The house assumes all risk of errors. Any style desired can be furnished and a complete line of all kinds of gowns is always in stock.

A New Typewriter Organization.

Ever since the preliminary announcement was made, some months since, of the organization and plans of L. C. Smith & Bros. Typewriter Company, interest in the future of the new company has been general. While actively employed in erecting a large new factory for the manufacture of visible inscription typewriters, the firm has also been engaged in building operations along other lines. It has entered upon the important task of creating such a business and sales organization as will undoubtedly be the foundation for a successful business.

The field manager and direct traveling representative of the new house will be Lee Kingsley, who held a similar position with the Smith Premier Typewriter Company. Mr. Kingsley is probably better known among salesmen, dealers, and managers of typewriter companies than any other man employed in a similar capacity.

Another widely experienced typewriter man who has become associated with the Smith Company is George A. Hill, for many years identified with the Typewriter Exchange of New York. In this capacity Mr. Hill has gained an intimate knowledge of the mechanical construction, the advantages and disadvantages of the various makes of typewriting machines, and has also formed a wide acquaintance among typewriter men.

L. C. Smith & Bros. have chosen as the head of their advertising department a young man, M. T. Frisbie, whose ability they have been in a position to estimate, and in whom they have sufficient confidence to warrant placing in his hands this important branch of their enterprise. Mr. Frisbie had a dozen years of training in active newspaper work as a preliminary to entering the advertising field. In 1901 he became connected with the Smiths, and for two years originated first class advertising matter for them. He believes thoroly in securing publicity in other ways besides direct use of advertising space, and he has employed such means to advantage in the typewriter business.

Around this nucleus L. C. Smith & Bros. propose to build up a selling department in all parts of the United States and in foreign countries. In this as well as in other work their venture seems assured of success.

Every school library and reading-room should protect papers, magazines, and in many cases books by some suitable holder or cover. The Feldmann System Manufacturing Company, 60-68 West Van Buren street, Chicago, are the manufacturers of several especially desirable articles of this kind. Their book holder is to be found in many of the best conducted reading-rooms. It is extensively used also by directory publishers whose publications are subjected to severe handling. The holder is comparatively inexpensive as it is guaranteed to last from three to five years. A binder for photographs by the same firm affords excellent protection to valuable pictures. The Feldmann newspaper file is so constructed that it cannot bend, while it always keeps the papers in good order.

Another binder is for photographs. It protects them from harm and will make them last for years.

The Educational Trade Field.

George W. Holden, president of the Holden Patent Book Cover Co., was recently thrown by an automobile while crossing a street in Springfield, Mass., and as a result he has a broken leg. Fortunately the machine was stopped before it could pass over him or the consequences might have been more serious. It gives us pleasure to report that Mr. Holden is rapidly recovering from his injuries, and it is hoped that he will be in attendance at the great joint convention of the superintendents of New York and New England.

George W. Benton, formerly the Illinois representative of D. Appleton & Company, has resigned to accept a position as principal in the Indianapolis schools. Mr. Benton was exceedingly popular in Illinois and was a valuable man in the field. Being obliged to give up traveling he returned to teaching. Indianapolis is to be congratulated on its acquisition.

Mr. Martin, of Silver, Burdett & Co., is in Atlanta, Ga., at present.

The New York Life Insurance Company has captured another good book man. This time it is Mr. Chandler, of the Chicago office of Ginn & Company.

Major Patton, president of the University Publishing Company, spent September at Lake Placid, N. Y.

The autumn announcement of new books to be published during the fall by The Macmillan Company is worth getting.

A list of the books published by Houghton, Mifflin & Company has just appeared. This gives a better idea of the tremendous activity and the size of this house than can be gained in any other way. In all there are sixty pages of small type to cover the titles of the numerous publications.

A. W. Mumford, of Chicago, has sold his magazine, *The Child Garden*, to the publisher of *Little Folks*, S. E. Cassino, Salem, Mass. The two will be combined and appear under the name of *Little Folks*.

D. D. Mayne, formerly with the American Book Company, is now teaching in the Minnesota School of Agriculture.

Miss Isabelle K. MacDermott, who for sometime past has been manager of the Spanish department of Silver, Burdett & Company, has recently become associated with D. Appleton & Company. The latter house is to be congratulated upon the acquisition. The marked success of the Spanish department of Silver, Burdett & Company has been due in large measure to Miss MacDermott's efforts and keen business insight. She goes to the Appletons with rare knowledge of the Spanish countries of the American continent. For ten years she was associated with the school and diplomatic life of the capital of Chile. She has spent months in Mexico and the West Indies in connection with text-book work. Her acquaintance with the needs in the text-book line in the Spanish-speaking countries, and her knowledge of what is required in the schools render her exceptionally valuable in this field.

Mr. Harvey has succeeded Mr. Kelly as the representative of D. C. Heath & Company, in New Jersey. Mr. Harvey was formerly a teacher in Stevens institute, Hoboken.

Mr. Foresman, head of the music department of Silver, Burdett & Company, has returned from his trip in the West and is now taking a vacation in Stroudsburg, Pa.

W. J. Sheridan, the Eastern representative of the University Publishing Company, is doing especially good work. When he took the position a couple of years ago, the outlook was far from encouraging, and so his success is all the more deserved.

Book men thruout New York city report that the new course of study is receiving a somewhat divided reception. It is bitterly denounced by some and as enthusiastically approved by others.

In calling on the University Publishing Company during the past week, we found the usual conditions of the office somewhat disturbed. This is due to the shipment of Maury's Geographies to Texas, which is going on at a rapid rate. The size of the state is well illustrated by the immense stacks of geographies it is absorbing.

The general offices of the Herman Wheaton Grannis Advertising Agency and the Grannis Press have been removed to the new building, 27 East Twenty-second street, New York. The new quarters are larger than the former office, and thus better adapted to the needs of the growing business.

The Joseph Dixon Crucible Company, has recently made a large addition to their pencil factory at Jersey City. The new building is 150 feet long and five stories high, and will enable them to keep up their school business, which has increased remarkably during the past few years. The lead works have been increased by adding two stories, and work

on the new nickel and brass works will commence this fall.

The Twin City School Supply Company is to erect a plant for the manufacture of gymnastic apparatus and supplies.

Mr. W. H. Hatch has succeeded Mr. Amasa Walker as the manager of the Boston office of D. Appleton & Company. Mr. Walker is now with Longmans, Green & Co. Mr. Hatch was formerly with Silver Burdett & Company, and was also in the government service at Washington for a time.

Typographical union, No. 4, of Albany, N. Y., recently sent a request to the school board asking it to purchase only such text-books as bear the union label. A hearing was given on the proposition and it was unanimously decided that it was impossible to use the label. Now the common council of the city has voted to request the board to comply with the desires of the union.

Douglas, Page & Company are to occupy a new six-story building on East Sixteenth street, near Union square, New York. The building will be an attractive addition to the architectural offerings of the neighborhood. The two magazines published by this house will be issued from this building, but their bookwork will be done elsewhere. The building is to be fitted with all modern labor-saving devices and electricity will be used thruout.

Rex W. Sherer is in charge of the educational sales department of D. Appleton & Company in California under the general direction of Douville Libby. Mr. Libby is well known to all the men in the text-book and publishing business. He will now devote himself to the pushing of the growing school book interests of the Appletons.

R. R. Johnson, the manufacturer of the Johnson window shade adjuster, of Chicago, has opened a New York office at 28 East Twentieth street.

The "Arnold Primer," published by Silver, Burdett & Company, has been adopted at Norwalk, Conn.

Mr. Gunnison, the representative of Silver, Burdett & Co., in western New York, has been spending a few days in New York city.

The bids for text-books for Georgia close at Atlanta, on Monday, Oct. 5.

The struggle at Bellville, Ill., for the adoption of text-books bearing the union label resulted in a partial victory for the labor men. Woodward & Tiernan's series of readers was adopted for all grades. Rand, McNally & Company's Holton's Primer was adopted for primary grades.

THE SCHOOL JOURNAL has received a note from the Milton Bradley Company warning teachers against a man calling himself James Headley, and claiming to represent that company. He has canvassed many of the kindergartners of Greater New York for subscriptions to the *Kindergarten Review*, and has taken the price of one dollar where he could secure it. He has no connection with the house whatsoever and is entirely unauthorized to receive subscriptions.

The text-book interests of the publishing house of Myers, Fishel & Company, of Harrisburg, Penn., are growing rapidly. Since the incorporation in 1901 the firm has published several well selling books. Among them are Durrell & Robins practical arithmetics and algebra, Benedict's graded spellers, the "New Ideal Music Course," the "New Ideal Copy Books," and special helps for teachers.

A. C. McClurg & Company have already secured over forty adoptions for "The World's Greatest Short Stories" by Sherwin Codys.

Edgar O. Silver, president of Silver, Burdett & Co., and Mrs. Silver are now camping out in Canada.

The Chicago schools will soon have a new supplementary reading list from which the teachers may order.

The Chicago board of education has ordered the printing of 5,000 additional algebras for immediate use in the schools.

The C. J. Albert agency, of Chicago, has removed from the Fine Arts building, 203 Michigan avenue, to the Studebaker building, 378 Wabash avenue.

The well-known publishing house of Henry T. Coates & Company has removed from 1222 Chestnut street to 919 Walnut street, Philadelphia.

Mr. C. B. Bowry, the representative of Silver, Burdett & Company, in Tennessee, has had southern Illinois added to his territory.

Mr. Ives, manager of the educational department of The Macmillan Company in New York, has been in Chicago during the past week.

The Morse Company has secured many three year adoptions in the townships of Pennsylvania for the Morse readers

and copy books. In Hartford, New Haven, and Worcester, these books are also introduced, and they have been placed on the supply list of New York city.

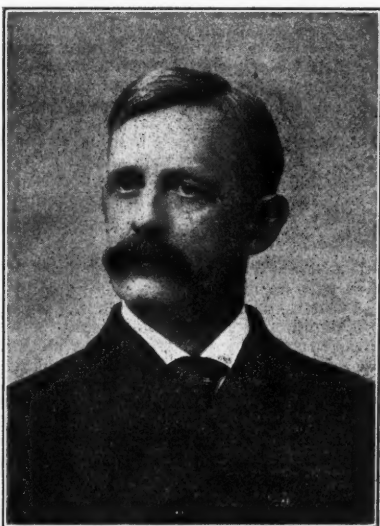
The board of education at Erie, Penn., has adopted rules providing for a new system of conducting its book and supply affairs. The secretary, M. H. Mizener, will hereafter have full charge of all matters relating to the financial and business matters.

The Johnson Publishing Company.

Ten years ago there was no important text-book publishing house south of Mason and Dixon's line. The people of the South naturally felt that the books they were compelled to use paid little attention to their needs, while lack of competition from below the line rendered the books used by North and South narrower in conception and execution than was just to either section.

The establishment of an educational department by the B. F. Johnson Publishing Company, of Richmond, Va., brought about important changes in these conditions.

For many years the house had been the leading subscription book company of the South. But it had never produced a text-book. The first book issued for school use, Lee's History, started the work of revolution. Published hurriedly as it was, the book was more or less crude. Nevertheless it replaced many popular text-books, and today, the Lee histories, revised, polished, and rendered up-to-date in every respect, are in general use. With this for



President J. D. Crump, of the B. F. Johnson Publishing Co.

a beginning the Johnson Company has done much to "leaven the whole lump." The books published by all houses recognize the South as they never did before the advent of the Johnson text-books. Meanwhile the business has grown until the books of the B. F. Johnson Company are used in all parts of the United States. The histories were followed by the Johnson's readers, which were rapidly accepted North and South. This put the new venture upon a paying basis.

The effort of the firm is not to encourage sectional text-books. The ambition of the publishers and the editor is to produce books of the highest type at the lowest prices. At the same time the firm seeks to provide books which will give the South its proper place in the history and literature of the United States.

The Johnson series of arithmetics are widely used. These were followed by the new series of readers known as "Graded Classics." And so the good work went on, until at the present time 103 books are listed on the Johnson catalog.

The house has made a place for itself in the school-book publishing business, and its field appears to be constantly widening as its books become better and better known.

New York City School Supply.

All persons in the educational trade field are watching with interest the developments in the supply department of the New York board of education. The preferring of charges against Supt. P. P. Simmons by Commissioner Nathan S. Jonas, while appearing to be the act of one man alone, at the same time voices the feeling of several people that the supply department is not on an entirely business basis and should be. It is understood that the supply committee intends to revolutionize matters to considerable extent. The deputy superintendents are to be appointed solely in view of

their fitness as business men. It is also understood that the graded salary system is to be abolished, and suitable men are to be procured at salaries which will vary according to their business worth instead of according to a fixed scale.

Some reforms have already occurred. One deputy superintendent has disappeared.

The charges against Mr. Simmons are now before a special committee appointed to investigate them. There is no doubt that the committee as a whole do not feel that the charges are justified.

Commissioner Jonas says: "I brought no charges of corruption. I have no specific points to mention either. I simply preferred the general charge of incompetence and mismanagement in the handling of school supplies. He showed lack of tact in handling employees and failed to deliver supplies at the schools promptly. I have preferred formal charges to this effect."

"I have no personal feeling against Mr. Simmons. I simply felt that the city was losing by his continuance in office and that he should be removed at once."

"As to the statement that I was the only one on the board taking this action, it is true. But it is so because I was the only one who had the courage to take this stand. Every one on the board realizes the conditions, and I think tacitly agrees with me. Some of them don't agree with my method, however, and think I should let the matter go, as Mr. Simmons' term is so nearly out."

Superintendent Simmons refuses to discuss the matter as yet.

Text-Books for Argentina.

The national council of education of the Argentine Republic has decided to appoint a commission to consider the matter of adoption of text-books for use in the public schools for the next three years. These books are to be in accordance with the actual school program and will be officially approved in an unlimited number for each branch of study.

The commission is to decide on text-books in the following branches: First and second grade, reading; third grade, reading, geography, and Argentine history, civics, domestic economy, arithmetic, and geometry; fourth grade is the same as the third with the addition of physical and natural sciences; the fifth adds French, the sixth remains the same as the fifth.

No books written or edited by persons holding administrative positions in the provincial departments of instruction, with the exception of those by school principals and regularly licensed teachers, can be submitted.

Committees of the commission will be appointed on the following subjects: History and geography, reading and grammar, arithmetic and geometry, natural and physical sciences, civics, domestic economy and French. The committees are to prepare reports and send them to the director general of education. He will present them in the form of a résumé to the national council of education, expressing his opinion on the books to be adopted.

Two or more copies of each book must be submitted either in printed or typewritten form. In case the texts are not already printed, they should be accompanied by a dummy, showing the kind of type to be used, the shape of the book, the weight of paper and the number of lines to a page. The retail price of the book should be stated.

Alterations cannot be made in books or subsequent editions without the approval of the national council.

All texts and manuscripts must be presented before October 31, 1903, in order that the books may be procured for 1904.

Text-Books for Jersey City, N. J.

Sealed proposals are hereby invited for furnishing text-books to the public schools of Jersey City, N. J., for the fiscal year beginning December 1, 1903, and ending November 30, 1904.

The contractors will be required to deliver goods free of cost of transportation to the various schools at such times and in such quantities as the Committee on Books, Stationery, etc., or the board of education may direct, and at the prices named in their bids.

The board of education reserves the right to accept or reject any bids in whole or in part.

The board of education will hold bidders to that portion of their bids which may be accepted.

Proposals must have the names of two freeholders, residents of the State of New Jersey, who will become sureties for the performance of the contract.

Samples of text-books must be left in the office of the board of education, City Hall, for the inspection of the committee.

Proposals sealed and directed to the Committee on Text-Books, must be presented at the meeting of the Board of Education, to be held Thursday, October 8, 1903, at 9 P. M.

By order of the Board of Education.

Murray E. Ramsey,
Herbert R. Stratford,
Frank T. Matthes, Committee.

James J. Wiseman, secretary.

Notes of New Books.

Elements of Plane and Spherical Trigonometry, by Thos. U. Taylor.—The leading purpose of the authors of this textbook seems to have been to present the principles of the science in a practical form so that engineers and surveyors should secure ease in their applications. The algebraic method has been generally chosen. The principles of the functions are first presented; then the composition formulæ. The solutions of triangles, both plane and spherical, are unusually clear. A chapter is wisely added on surveying, giving the general cases. A very large number of problems for solution follows each chapter. The logarithmic tables at the end of the book are printed in a form to catch the eye and so be easy of use. (Ginn & Co., Boston, Mass., and London. List price, \$1.25.)

Anthology of English Poetry—Beowulf to Kipling, for secondary schools, colleges, and general literature classes, by Robert N. Whiteford, Ph. D., head of the department of English literature of the Peoria High school.—In this anthology a background of historical periods in the development of English literature has been used as a setting for poems which have been carefully selected. The poems are linked together by notes and quotations calculated to make pupils susceptible to philosophical and esthetic criticism. The few questions introduced possess the formal unity of showing the indebtedness of best poetry to preceding poetry. The poems here given have for the most part been classified as the masterpieces of English poetry. They have been arranged according to the various historical periods. The first part of the anthology, from the Anglo-Saxon period to the Puritan period may be completed in three months; the second part, from the Puritan period to the Neo-Romantic period, in six. The author holds that pupils in studying English poetry should approach it from these sides: (1) pupils should understand that there are two settings, one belonging to the past and another to the present, that its materials of conception have been taken from former English poems and from contemporary ones; (2) pupils must study past and present mental, moral, and social history that has made the poem existible, thereby analyzing the poetical spiritual energy as presented by the light of a past or a present historical setting; and (3) they must fully appreciate that the form and the meter have come either from a past or from a present model. This systematic study of the poems is admirable; furthermore, the becoming familiar with some of the best poems in the language at the most impressionable period of life will have an incalculable effect on the literary taste of the pupils. (Benj. H. Sanborn & Company, Boston. Price, \$1.00.)

French Language Texts.

Reviewed by PAUL GRAMMANN.

The Elements of French Composition, by J. Home Cameron, M. A., lecturer in French in University college, Toronto, Canada.—This excellent composition book is divided into three parts. The first part consists of fifty selections in French accompanied by English paraphrases for translation. Each exercise contains adequate notes for the assistance of the student. At the end of Part I. the editor gives a formulary of questions suitable for a discussion of the selections in French. It is well that model questions are given only for a few of the exercises, since the teacher too often makes use of the questions presented by the author and the recitation degenerates into mere rote. The second part consists of the English version of eighty-eight French fables for translation. The third part consists of sixteen pages of more difficult material for translation. The editor has done well in choosing material which will familiarize the student with French life and manners. Appendix I. contains valuable hints to students, and Appendix II. consists of a translation of the celebrated Arrete July 21, 1800, issued by the French minister of public instruction. (Henry Holt & Company. New York.)

An Elementary French Reader by Gaston Douay, assistant professor of the French language and literature, Washington university, St. Louis, Mo.—The author takes issue with the recent tendency of presenting reading material for beginners which is simply easy, and does not represent real literary excellence. His contention is certainly correct and it is a matter for congratulation that the reaction is well under way. Unfortunately many of our modern language courses are made up almost entirely of reading texts which not only give the student no idea of the better literature, but do not enable him to grapple with difficult reading matter. The collection of Professor Douay avoids this mistake. The selections are made in such a way that the student is introduced to French life, in the best sense of the term. (Silver, Burdett & Company, New York. Price, \$1.00.)

A French Primer, Consisting of Accidence and Syntax. For use in lower and middle forms, by Arthur H. Wall, A. M. Trinity college, Cambridge. Assistant master in Marl-

borough college; author of Concise French Grammar.—A brief study of the grammar together with the reading of easy texts at the very beginning is growing in favor among modern language teachers. Professor Wall who is the author of "The Concise French Grammar" supplies in this book an excellent statement of the essentials admirably adapted to this method. Due attention is paid to historical matters which will greatly facilitate the task of the student. No exercises are introduced, since the grammar is intended primarily for students who desire a reading knowledge merely. (The Clarendon Press, Oxford.)

Le Tour de la France, par G. Bruno. Edited for school use by L. C. Syms, De Witt Clinton High school.—Le Tour de la France enjoys the distinction of having passed thru three hundred editions. It is the account of the journey of two young children to various points of interest in France, and serves as an excellent introduction to the study of French. Since the text is intended for pupils of the latter part of the first or the second year the notes are quite copious. The editor has complied with the recent edict of the French minister of public instruction in the preparation of the text. A vocabulary is appended. (American Book Company, New York. Price, \$0.60.)

Quatre Contes de Prosper Merimee. Edited with introduction, notes, and vocabulary, by F. C. L. Van Steenderen, A. M., professor of French language and literature in the University of Iowa.—The editor presents "Mateo-Falcone," "L'Entevement de la Redoute," "Tamango" original stories by Merimee together with a translation from Alexander Pushkin's "Le Coup de Pistolet." The editor explains that the story is so individualized by the translator that it deserves a place in a school collection of his stories. This is doubly true because Merimee did much to introduce Russian literature in France, a fact brought out in the author's introduction, which, while not extensive, is sympathetic and helpful. Historical and literary allusions are explained in foot notes, while all linguistic help is incorporated in the vocabulary. In appending a vocabulary the editor complies with a growing demand on the part of teachers which is rather unfortunate, since the student should be introduced to the dictionary as early as possible. (Henry Holt & Company, New York. Price, \$0.35.)

Athalie, Tragedie Tiree de L'Ecriture Sainte, par Jean Racine, edited with an introduction and notes by F. C. De Sumichrast, assistant professor of French in Harvard university.—The Macmillan Company has issued a number of modern language texts which may serve as models of their kind and among these the present edition must be counted. The editor has given an extensive introduction on Racine and has presented many new and interesting interpretations of the play. He has come to the conclusion that *Athalie* is not to be traced directly to any single Greek play, but that the spirit of the Greek dramatists in its best sense has come to expression in Racine's work. Racine's religious development is traced carefully and its effect upon the work in question is presented with the utmost care. One of the valuable innovations of the present edition is the running comment on the text. This will be very valuable to students and teachers alike and no doubt many editors will follow the example set by Professor Sumichrast. The notes cover amply the difficulties of the text. In accordance with the plan of the series, an excellent bibliography is appended. (The Macmillan Company, New York. Price, \$0.60.)

Le Menteur, Comedie, par Pierre Corneille, edited with introduction and notes by J. B. Segall, Ph. D. (Columbia) instructor in French in the College of the City of New York.—This book is but another proof of well defined effort to make the best French texts available for school use. *Le Menteur*, as Prof. Segall asserts in the introduction, is Corneille's best comedy and as such deserves a place in all college courses. In the well written introduction, the editor gives an account of the rise of the classic drama in France and points out that Corneille was the first to unite the qualifications of dramatist and poet. An outline of the play contains also many remarks helpful to a correct interpretation of the characters. Idiomatic constructions and syntactical peculiarities of the seventeenth century receive careful consideration in the notes. (Silver, Burdett & Company, New York.)

Thiers' La Campagne de Waterloo. Abridged and edited with an introduction and notes by O. B. Super, Ph. D., professor of the Romance languages in Dickinson college. Thiers' excellent account of the battle of Waterloo, is presented here in slightly abridged form for advanced students who wish to become conversant with historical French. The editor corrects the historical inaccuracies of which Thiers is guilty in his notes, which provide an excellent working apparatus. The introduction deals briefly with the various accounts of the battle, gives a brief review of the political activity of the author and reviews the events leading up to the famous battle. A biographical dictionary and two maps further facilitate the work of the student. (Silver, Burdett & Company, New York. Introductory Price, \$0.40.)

Chautauqua Home Reading Series.

A dozen years ago and more a youthful friend of mine, now a distinguished professor in an Eastern university, attended the Chautauqua, N. Y., summer sessions. He wrote me a letter that I have never forgotten, a quizzical, humorous, half-in-earnest, half-in-doubt letter, in the course of which he said: "I have borne as best I could the rather irritating presence of those whose business in life here seems to be jabbing ideas upon their pencil points and jailing them forever in their endless notebooks." Let me confess, now that the summer is over, that I have never attended Chautauquas or summer schools of the sort. I am therefore able, without prejudice to write of these books, the outgrowth of Chautauqua Lecture and Instruction Courses.

Pleasant or unpleasant tho it may be for authors of books, it is nevertheless true that a book stands for itself between the cases of its covers, good or bad, interesting or dull, valuable or worthless or worse, to most readers irrespective of the author's fame or scholarship or conscientiousness. I have recorded an opinion publicly long since in print and in speech to the effect that it is deplorable to suppose that books rejected by publishers are necessarily bad and those taken necessarily good. Publishers are trying to make livings for themselves out of books. Neither philanthropy, aiming to elevate the standard of the general culture, nor charity, desiring to benefit the author, is the purpose of the purveyors of books. Now I hold it irrefutable and convincing that the only sufficient reason for making and publishing a book is to elevate the public intelligence and to quicken the public conscience. A book is a lever of progress; else it is not to be desired; has indeed no reason to be.

Everyone knows that Chautauqua aims at personal and social progress. The Chautauqua idea in bringing out books is not money-making for Chautauqua or the author, but public education. The Chautauqua Home Reading Series aims to provide good literature of an educational sort for families and individuals.

Brigham's *Geographic Influences and American History*, Whitman's *Imperial Germany*, Ely's *Evolution of Industrial Society*, and Starr's *Some First Steps in Human Progress*, are all books upon instructive subjects well worthy of the attention of the home circle.

Dr. Hinsdale was the first educational writer who struck a popular note in the course of the scientific efforts of two generations to correlate geography with history. Professor Brigham in taking up the theme in a literary way, has done a piece of work that ought to be done. His book is a series of talks or essays upon American geographical conditions in one section after another in their relations to history. Two things have conspired to make the treatment geographical and geological rather than historical. The chapters are based upon a geographical method. The author is far stronger in geology and geography than in history. Some very obvious and not unimportant correlations have been entirely missed. There are indeed some opinions expressed with which the historical scholar is unlikely to agree.

Notwithstanding this, the book is not only interesting but valuable. It throws new light upon economic history. The illustrations are very good. Paper, type, and presswork are excellent. To me the best chapter is that upon the Civil war, the only one that has not a geographical subject.

The just and hopeful views of the author upon the present and the future of our country make the book likely to be useful to boys and girls at school as well as at home.

To pass from America to Europe, in *Imperial Germany* Chautauqua offers a book at once of contemporary criticism and of recent history. It is a clear-sighted record of things accurately seen and learned. Being such a record, its subject makes it peculiarly important to Americans, for it teaches what to emulate and what to avoid. It may be called a psychological and sociological study of Germany from the point of view of the cosmopolitan.

Imperial Germany is indeed a surprising phenomenon in the political world. Thirty-three years, merely a generation old, it demonstrates what a good tyrant can do for his country. He said well who said, "Taken as government alone, a truly Christian Prince gives a people the best possible government." The Hohenzollerns, "lords of the poor," as they proudly style themselves, have been good rulers. We Americans, however, believe in self-government because of its value in personal education. We look upon the state not as an end, but as a means to individual and racial improvement.

Of *Human Progress* it may be said that the work covers carefully and adequately the now familiar ground of man's early history. The subject is always interesting. This was one of the early Chautauqua books. The type might well have been larger.

Last in date of publication is Ely's *Industrial Society*. This deals with evolution, economics, industrial history, statistics, competition, monopolies, "trusts," municipal ownership, property, labor, and social reform. It is a "very modern" book: in fact it is half a century beyond us. It is not easy reading by any means, but its reading certainly repays the effort. To study such a book for a winter may

well be the ambition of an individual or a family or a circle of friends.

The modest prices of these books, \$1 and \$1.25, bring them within the range of the people of moderate means who do most of the best thinking in these as in all times.

All the books have attractive bindings.

The good bibliographies add to the value of the last three of these books. Except for text-book purposes the usefulness of the questions at the end of the chapters is doubtful.

[Chautauqua Assembly: publishers.]

Starr's *Some First Steps in Human Progress*. 1901. Pp. 263. 12 mo. Small type. Good index. Illustrated.

Whitman's *Imperial Germany: A Critical Study of Fact and Character*. 1901. pp. 335. 12 mo. Medium type (9-point). Index. Illustrated. Ely's *Studies in the Evolution of Industrial Society*. 1903. 500 pp. Good type. Index. May be had also from the Macmillan Company. Brigham's *Geographic Influences in American History*. 1903: pp. 284. No index. Illustrated handsomely. W. E. CHANCELLOR.

Among the authors represented in the new *Fifth Reader* of the "Rational Method in Reading" series are Stevenson, Longfellow, Emerson, Bryant, Shelley, Hans Christian Andersen, the brothers Grimm, Hawthorne, E. C. Stedman, and Eugene Field. Stories from Norse, Greek, and German mythology are here; and biographical sketches of great characters in history, bits of nature lore in prose and verse, stories of Indian life, and accounts of scientific inventions afford abundant variety. The reader is intended for third grade work, covering the sixth half-year in school; but it may also be used to advantage in the fourth grade. It is carefully related to the preceding books of the series, both in subject matter and in vocabulary, offering such increasing difficulty as the advancing pupil needs. The diacritical markings which are used in the preceding books of the series, are omitted as no longer needed. This reader completes the series of the Rational Method in Reading, and fulfils the plan which Superintendent Ward made and inaugurated so successfully. The outlines for the final reader which he sketched have been most happily developed by Miss Ward and Dr. William L. Felter, who have had long experience with the Method as taught in the Brooklyn schools. Illustrated, 304 pp. Introductory price, 58 cents. (Published by Silver, Burdett & Company.)

Tales from Wonderland, by Rudolph Baumbach. Translated by Helen B. Dole, adapted for American children by William S. M. Silber. Wonderland is the region of the Thuringian forest of central Germany, near which Rudolph Baumbach has lived nearly all his life. The eight stories in this little volume have been selected from two of the author's most popular books, and have been especially adapted for American children familiar with the vocabulary of the third reader. The setting of field, forest, river, and other natural scenery has been depicted with a loving pen, and the characteristics of real wood and animal folk are described with a simplicity of treatment that suggests Hans Andersen, and a grace, delicacy, and humor that rival Heine. (A. Lovell & Company, New York. Price, \$0.30.)

The Tempest, by William Shakespeare. This is number 54 in the Riverside Literature series, which is too well-known to need any description. This edition of the play is from the Riverside Edition, edited by Richard Grant White, and has an introduction and additional notes by Edward Everett Hale, Jr., Ph.D., professor of rhetoric in Union college. (Houghton, Mifflin & Company, Boston. Price, \$0.15.)

It's a Mistake

To Attribute Coffee Ills to Poor Grades of Coffee.

Many people lay all the blame for the diseases caused by coffee upon the poorer grades of coffee, but this is an error as the following proves: "I have used every kind of the best grade of tea and coffee that can be got from a first-class grocer, but never found one that would not upset my nervous system, and it was not until I began to drink Postum Food Coffee in place of coffee and tea that I had relief from the terrific attacks of nervous sick headache from which I had suffered for thirty years.

"I had tried all kinds of medicines, but none helped me.

"Soon after I stopped drinking coffee and began to drink Postum the headaches grew less and it was not long until I was entirely cured and I have never had a return of this distressing trouble, for nowadays I never drink coffee, but stick to Postum.

"As soon as my wife saw what Postum had done for me she gave up coffee which she had drank all her life. This was six weeks ago and she is a changed woman, for her nervousness has all disappeared; her face has become smooth, and her cheeks have a good rosy red color. She sleeps well, too, something she could never do while she drank coffee. We consider Postum a household necessity in my house and have induced many friends to try this wonderful food drink in place of coffee." Name given by Postum Company, Battle Creek, Mich.

Look in each package for a copy of the famous little book, "The Road to Wellville."

New Science Texts.

Animal Studies. A text-book of elementary zoology for use in high schools and colleges, by David Starr Jordan, president of Leland Stanford, Jr., university, Vernon Lyman Kellogg, professor of entomology, and Harold Heath, associate professor of invertebrate zoology at Leland Stanford.

In a large measure this book is a modification of "Animal Life," but it is designed to give a more complete view of the subject. The early chapters differ little from the ordinary texts. The distinctive features are found in a much fuller and more lucid treatment of the higher orders, especially the birds and mammals. The descriptions and illustrations of the primates are unusually fine.

The most important chapters for the general student follow the specific descriptions. They trace the ordinary life cycle, beginning with the egg development, passing growth, maturity, and reproduction and ending with death. Then the struggle for existence secures general and special adaptations, which are illustrated by reproductions of photographs. The social groups of animals awaken special interest as they point forward to human society, and special senses complete the varied animal functions. Careful study of the book involves much associated laboratory work. Its most valuable feature is found in developing the power in the student of associating observation and reading. (Twentieth Century Text-Book, D. Appleton & Co., New York.)

Animal Structures, a laboratory guide in the teaching of elementary zoology. By David Starr Jordan, president of Leland Stanford, Jr., university and George Clinton Price, associate professor of zoology.

The authors select a few typical forms for study, and lead the students who are beginning their study to make such a critical examination of these forms as to reveal their complete structure. While they say that any order can be followed in the study of specimens, they select the order of progressive development, beginning with the Amœba, followed by the Paramœcium. These simple structures indicate the structure and functions of cells, with cell reproduction. The starfish, earthworm, and grasshopper naturally follow. The highest studied is the toad. The book is clearly and attractively written. (D. Appleton, & Co., New York.)

Handbook of Climatology, by Dr. Julius Hann, professor of cosmical physics in the University of Vienna. Part I. "General Climatology," translated with the author's permission, from the second revised and enlarged German edition, with additional references and notes, by Robert de Courcy Ward, assistant professor of climatology in Harvard university.—German professors are noted for their detailed work and this study of climatology leaves nothing further to be sought, so far as is at present known. The science bases all its laws upon the results of long continued and accurate observations, and while the author begins with the statements of the general laws, as at present recognized, he gives tables to show how these laws have been reached. The several climatic factors, temperature, moisture, wind, and other atmospheric conditions make the first part.

The second part treats of the "Solar Climate," that is the direct effect of the sun's light and heat upon the earth, so dividing the earth into irregular zones. Then the modifications which come because of surface variations, as mountains and valleys, and the proximity of bodies of water, whether oceanic or inland, are given their full weight. The combination of all these conditions determines the productions of the land at any point, and its fitness for animal life. The careful student of the subject can find here everything he may require as a text for study, while the numerous references and notes will enable him to apply the author's method, and verify his results. The amateur will find this book a ready reference for information upon that phase of the subject which may for the time offer special interest. (The Macmillan Company, New York. Price \$3.00 net).

Books Under Way.

D. C. Heath & Co.

Heath's Fourth, Fifth, and Sixth Readers.

A First Reader, by Florence Bass.

A Primer of English Literature, by Abby W. Howes.

Macaulay's Life of Johnson, edited by Albert Perry Walker. Goldsmith's The Good Natur'd Man, and She Stoops to Conquer, edited by Austin Dobson.

Ben Jonson's Eastward Hoe and The Alchemist, edited by Felix E. Schelling, Ph. D., University of Pennsylvania.

Judith; edited by A. S. Cook, Ph. D., Yale university.

The Gospel of John in West Saxon, edited by J. W. Bright, Ph. D., Johns Hopkins university.

Webster's White Devil, and The Duchess of Malfi, edited by Prof. M. W. Sampson, of the University of Indiana.

Gide's Political Economy, translated by Dr. C. A. A. Veditz.

Feuillet's Roman d'un Jeune Homme Pauvre, edited by Prof. J. B. Bruner, of the University of North Carolina.

Voltaire's Zadig, and Other Short Stories, edited by Professor Babbitt, of Harvard university.

Baumbach's Das Habichtsfraulein, edited by Dr. William Bernhardt, of Washington.

Campe's Robinson der Jüngere, edited by Carl H. Ibershoff, of the University school, Detroit, Mich.

Goethe's Das Märchen, edited by Prof. C. A. Eggert, of Chicago.

Ever Give

Your Thinker a Thought?

Funny things happen in this world and now and then some of them make one an interested observer, for instance: several years ago a man pursued a systematic course of investigation to discover what kind of elements the body would take up from the vegetable kingdom out of which to make gray matter in the brain and nerve centers throughout the body; also how to prepare this food so that it would be easily digested and allow Nature to make use of these elements. So far the proposition was all right. Question—How to bring all this about?

It took over two years' work to solve the problem successfully. After it was solved the food was given to many people and the result watched carefully.

When all results were proven beyond doubt, the food was put on the market under the name of Grape Nuts. Then followed public announcement in the newspapers and magazines that such a food was in existence and that it would perform its intended work.

People all over the world realized the need of such a food and began purchasing it liberally. It attracted so much attention that a long list of imitators sprung up all over the country. They boiled wheat, roasted it, stewed it, chopped it, mixed it with rye, malt, oats, and perhaps hay—we are not sure—gave it a fantastic name and told the public it was a "Brain food."

Then, from these imitators, came the offering of spoons, knitting needles, chinaware, pictures, doll babies, and even pianos to induce people to gorge themselves with the various and sundry things.

Fortunately the most of these imitation foods are harmless and decently clean so that no real harm is done except that people who pay out money to secure a food for special service have a right to expect an equitable return for that money.

Investigation proves that in practically all cases where imitations are put upon the market, the men who place them are untrained and have no knowledge of the real scientific basis of food making. If they did have they would produce original articles. The very fact that they make imitations is *prima facie* evidence that they have no professional ability to originate valuable articles themselves, but must get under the eaves of some originator.

Up to the present time no prepared food has appeared, to the knowledge of the writer, that is made upon the solid, fundamental, scientific basis of Grape-Nuts.

In this celebrated food the right parts of the wheat and barley are selected, they pass thru various and sundry mechanical processes (absolutely no chemical treatment). In these processes the starchy elements are slowly transformed into a sugar now known as Post Sugar. In this form it is ready for immediate assimilation and transmission to the blood without taxing the digestive organs. By the blood, the elements which nature uses for rebuilding the soft gray matter in the brain and nerve centers are carried to the respective parts and there made use of, while other elements known as carbohydrates are carried to the muscles and tissues and there deposited and held in readiness for use when energy and warmth are demanded. Remember that simply raising the arm requires the expenditure and giving off of warmth and energy. Now, then, we must have the elements that supply warmth and energy deposited in these tissues and muscles else we cannot release them and make use of them. These are the missions of Grape-Nut, and the person who desires to make use of the proper re-builder of brain and nerve centers, and keep them in first-class working order, and also make use of a supply of warmth and energy, can absolutely rely upon securing this service if they feed regularly on Grape-Nuts.

These are incontrovertable facts demonstrated by actual use by hundreds of thousands of Anglo-Saxons to-day.

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Attention is also invited to another very small but "meaty" little book in each package under the title "The Road to Wellville."

Grape-Nuts food is made at the Pure Food Factory of the Postum Cereal Co., Ltd., and sold all over the world.

The Educational Outlook.

The reorganization committee of the Southern Educational Association has decided to hold a three days' convention at Atlanta, Ga., beginning Dec. 3.

The local school board of Stephenson, Mich., has passed a resolution prohibiting teachers from attending dances or parties, day or night, while school is in session. The trustees assert that school work has suffered because of the teachers attending social gatherings. Other school boards in the same county are said to have proposals of a similar nature under consideration.

Harry A. Garfield, son of the late President Garfield, has been appointed professor of political jurisprudence at Princeton university. He succeeds Dr. Finley now president of the College of the City of New York.

The school given to Weatherly, Penn., by C. M. Schwab, was dedicated on Sept. 19. The principal address was made by Mr. Henry G. Houck, deputy superintendent of public instruction.

The annual report of Hampton Normal and Agricultural institute says that 126 Indians have been under instruction there during the last fiscal year. The report indicates progress along all lines. It says that in the twenty-five years since the first Indians were brought to Hampton, the school has taught 938 Indian boys and girls, 673 of whom are now living. Records of the work done by these students in after life show that that 474 is entirely satisfactory.

Arrangements have been completed for the establishment of a department of forestry in Purdue university. Experiments and the testing of the different trees and shrubbery in the United States will be the principal work of the new branch of the school, and the government will soon erect a large building and install apparatus needed in the study. An extensive tract of land will be added to the already large Purdue farm, for the raising and cultivation of the trees and shrubs.

The state civil service commission has arranged that examinations shall be held Oct. 17 for the positions of apothecary, steward, teacher, trained nurse, and physician in state hospitals and charitable institutions, also for English examiner in the regents' office, and stenographer. Application for these examinations must be made on or before Oct. 12. Full particulars of the examinations and blank applications may be obtained by addressing the chief examiner of the commission at Albany.

Before sailing for a short vacation in Europe, Booker T. Washington, in speaking of the prospects of Tuskegee institute for the year, said: "Our school term began on Sept. 8, with the largest attendance in the history of the school. So great is the desire to enter the school that we have been compelled to refuse admittance to 1,048 young men and women who have applied for admission in the past few days.

The public school building at Newton, N. J., was practically destroyed by an incendiary fire on Sept. 19. The loss was about \$20,000. The board of education has already arranged for a speedy resumption of classes in a vacant factory.

J. S. Nollen, for several years professor of modern languages in Iowa college, has accepted a position as head of the German department of the University of Indiana. Professor Nollen has contributed articles on educational topics to various publications and is the author of several text-books.

Reports from the South.

In Mississippi, as a result of the campaign conducted by State Superintendent Whitefield, half of the counties are levying a special tax for the immediate improvement of their schools. In South Carolina a campaign for the consolidation of schools has been carried on during the summer.

During the past ten years the number of school districts in Tipton county, Tenn., has been reduced from thirty-two to fifteen. In place of 126 school-houses there are now but twenty-seven. The value of the school property has increased from \$5,090 to \$27,755. The average daily attendance has changed from 1,540 for a school term of seventy-five days to 4,162 for a term of 102 days.

School Libraries in Georgia.

Under the able direction and management of Supt. Otis Ashmore, the educational outlook for the schools of Savannah, Ga., is most encouraging. All his work marks for progress. There is, for instance, a constant effort to increase the efficiency of the teaching force. Regular meetings have been held weekly, and such courses of study pursued as were deemed best suited to the needs of the teachers. An excellent professional library, containing all of the best books on education and nearly all of the educational periodicals published in this country, is maintained by the teachers themselves.

During the past year a commendable effort has been made by the principals and teachers to establish in each school a library of good books for the free use of the children. There is no free public library and but few of the children have good reading facilities at home, accordingly the value of a school library becomes significant.

Opening of Columbia.

The one hundred and fiftieth academic year of Columbia university was begun with appropriate exercises. President Nicholas Murray Butler announced the gift of \$150,000 for the erection of a chapel. If it is found that this is insufficient for the purpose, the unknown donors will increase their gift to \$200,000. President Butler also announced that the buildings for Hartley hall, the new dormitory given by Marcellus Hartley Dodge, as well as the building for the school of journalism will be begun at once.

A prominent feature of the exercises was the presentation of a bronze statue entitled "Alma Mater," the work of Daniel Chester French, and the joint gift of Mrs. Robert Goelet and her son Robert Goelet. The design of the statue is an idealization of the university seal, and represents the figure of a woman seated in a curule chair. She is robed in long drapery which falls in flowing folds; her right hand supporting a scepter surmounted by the crown of King's college, and also the symbolic ears of wheat. Her left hand is extended in welcome. The figure rests on a slab of green marble, and this in turn on a granite pedestal. Its actual height is eight feet, and its weight about four tons. The figure is heavily plated with pure gold leaf, and toned to a dull, uniform finish. The statue has been placed in the center of a fine sweep of stone steps leading up to the library of the university, occupying a space which in the original plans of the architects of the building and approaches was set apart as the site for some statue of large proportions. This statue is an attractive addition to the works of art education is bringing into New York.

Superintendents' Joint Meeting.

The program of the joint meeting of the New England Superintendents' association, the Massachusetts association, and the New York Council of Superintendents, at Boston October 21-23 assures an occasion of great importance and interest. The meetings will be held in Tremont temple and the headquarters will be the Parker house.

The program follows:

Wednesday evening, Oct. 21.

Addresses: Hon. Curtis Guild, Lieut.-Governor of Massachusetts; State Supt. Charles R. Skinner, of New York; State Agent John T. Prince, of Massachusetts; Pres. G. Stanley Hall, of Clark university.

Thursday morning.

In the forenoon, "Organizing principles to be observed in the preparation of a course of study," Dr. William H. Maxwell, of New York. Discussed by Supt. Thomas M. Balliet, Springfield, Mass. "Relation of the superintendent to the



A. W. EDSON,
Associate Superintendent of Greater New York, and
President of the New York Council of Superintendents.

community," Supt. J. G. Edgerly, Fitchburg, Mass. Discussed by Supt. Thomas R. Kneil, Saratoga Springs, N. Y.

Afternoon—School Visitation.

Thursday evening.

"The Shortened College Course:" From the student's standpoint; Miss Sarah L. Arnold, dean of Simmons college, Boston. From the public school standpoint: Supt. F. H. Beede, New Haven, Conn.; From the university standpoint: Pres. W. H. P. Faunce, Brown university.

Friday morning, Oct. 23.

New York Section.—Report of committee on school legislation; election of officers. "Legitimate use of school buildings, outside of school hours," Dr. Henry M. Leipziger, supervisor of free lectures, New York. Discussed by Edward L. Stevens, associate superintendent, New York. "Preparation and plans for the St. Louis exposition." Director De Lancy M. Ellis, New York.

By arrangement with the various railroads the round-trip fare to the meeting will be one and one-third the regular rates, on the certificate plan.

From later information we learn that Dr. Henry M. Leipziger will be unable to speak at the convention in Boston, but another speaker will discuss the same subject.

The Greater New York.

City Superintendent Maxwell has presented his report showing the attendance in the schools in June, 1903. In all, there were 482,402 pupils, as against 447,942 in the same month of 1902, an increase of 34,460. The enrollment in detail was divided as follows: Elementary, 461,084; high, 20,681; training school, 476; truant school, 161; kindergartens, 6,586. There were 55,809 children on part time, 262 being in the high schools.

Thirty classes of boys have been placed in the new school at Houston, Lewis, Third, and Manhattan streets. This school is said to be the largest in the world. It is not nearly completed and it will be two months before the contractors give over the building, but there is urgent need of school accommodation in the district and the board of education decided to utilize as many rooms as could be made ready.

About thirty-five rooms have been fitted up with temporary desks, seats, and blackboards. The building has ninety-six class-rooms, one of which, the carpenter shop, can be divided into five rooms,—an assembly hall, two roof playgrounds, and a courtyard gymnasium and playground. It occupies an entire block and is built around a courtyard that gives opportunity for outside light in every class-room.

Plans have been filed with the building bureau by C. B. J. Snyder, architect and superintendent of the board of education, for a new public school to be built from Third to Fourth street, 200 feet east of first avenue. It is to be four stories high, with facades of brick and limestone, and will cost \$250,000.

At a special meeting of the board of estimate and apportionment, an appropriation of \$437,780 was granted the board of education for the payment of contracts to be entered into in the future. The largest item was \$341,850, to be paid to John Auer & Sons for general construction work.

Mr. Charles L. Guy has resigned his position as member of the New York board of education. Professional and personal engagements are the reasons assigned.

The board of education has requested the board of estimate to create the office of "trial stenographer of the board of education," at a salary of \$2,000 a year. This action was taken on account of the necessity of having an expert court stenographer for trials held under the auspices of the board.

Upon the recommendation of the committee on sites, the board of education has selected as a site for the new Eastern District High school, Brooklyn, the property bounded by Marcy avenue, Rodney and Keap streets. There has been considerable agitation in Brooklyn for this high school, and the board of estimate has appropriated money especially for the purchase of the proposed site.

A memorial to the late Prin. E. F. Gutzwill is to be placed in P. S. No. 147, Manhattan.

The board of education has authorized the printing of 10,000 copies of the course of study and syllabi, for distribution in the elementary schools.

Principal Tuthill, P. S. No. 41, Brooklyn, has been permitted to exchange principalships with Principal Green, P. S. No. 9, Brooklyn.

The following teachers have been retired on their own request: Prin. Hugh Carlisle, P. S. No. 20, Manhattan; Marie T. Bauman, No. 17, Manhattan; Emeline B. Johnson, No. 49, Manhattan; Annie Reilly, No. 74, Brooklyn; Kate

Schurman, No. 73, Brooklyn; Sibyl T. Young, Jennie A. Hyer, and Emily Henderson, No. 54.

After waiting for months for an improvement in the building situation, and after three attempts to secure reasonable bids for general construction contracts, the board of education has awarded two contracts in Manhattan and the Bronx. They are for P. S. No. 150, Manhattan, and P. S. No. 37, Bronx. In view of the excessive bids for the construction of the addition to, and the alterations in the Manhattan Truant school, the contract is to be re-advertised for the fifth time.

A small fire on the top floor of the New York public school, at Eagle avenue and 163rd street, started a panic among the 1,500 half-day pupils on Sept. 18. The pupils had had no fire drill since the fall session began, and they at once made a rush for the stairs and fire-escapes. Principal Childs got the children under control before the panic became general and no one was hurt.

The damage done by the fire was slight. The work of checking it, however, was rendered difficult by the fact that the fire extinguisher and buckets had been removed during the vacation and had not been replaced.

The board of health has decided to establish a hospital for the exclusive treatment of sufferers from trachoma in the public schools. A large house at 119th street and Pleasant avenue has been remodeled for this purpose and will be opened as soon as an appropriation to cover the cost of equipment and the salaries of the staff can be secured.

It is estimated that there are more than 100,000 sufferers from trachoma in New York city, and that the great majority are public school pupils.

At present, all trachoma patients are being treated at the old Gouverneur hospital by a staff of physicians and nurses provided by the board of health. During the first week of the present school year the patients treated numbered between 400 and 500 a day.

The building committee of the New York board of education has decided to adopt an extreme and radical innovation in order to hasten on the work of reducing part time classes. In the near future it will advertise for bids for the construction of the foundations and the first stories of eight new school buildings. This action has been decided upon as there is little indication of a let-up in the present labor troubles.

The committee feels that it would be unwise to delay the award of contracts any longer, and the present plan is believed to be the only one feasible under the circumstances.

It is proposed to let contracts for the foundations and first stories of eight new buildings in the hope that when the work is completed the present labor troubles will have been settled, and the contracts for the completion of the buildings let.

The corporation counsel will undoubtedly be appealed to in order to decide whether the board of education has or has not full power in securing the lease of buildings for school purposes. This decision is desired on account of the delays in arranging such matters at present.

Before the consolidation of the several boroughs, the board had full power in leasing buildings for school use. This power was taken away under the charter, but when it was revised the following was inserted: "Said board shall have power to lease property required for the purpose of furnishing school accommodations, and to prepare and execute leases therefor." It is claimed that this section gives the board absolute power.

Professor Sulzbaché has begun his tenth year of teaching of the French language and literature. His headquarters are at 13 West 64th street, New York. He makes a specialty of coaching students for college examinations.

By the will of Mrs. Lottie R. Packard, widow of the founder of the Packard Commercial school, the institution will eventually receive her entire estate. This is estimated as being about \$200,000 in personal and \$50,000 in real property.

The Packard Business college, New York city, was recently visited by a midnight fire. The damage is estimated at about \$2,000.

School Board Meeting.

The first regular meeting of the New York board of education for the year resulted in charges being preferred against the superintendent of supplies, Mr. P. P. Simmons. The charges were preferred by Nathan S. Jonas, a member of the committee on supplies. Chairman Dix, of the committee, on behalf of himself and the other members, disavowed all share in the action of Mr. Jones. Access to the details of the charges was refused. In preferring the charges Commissioner Jonas said:

"I do not believe that we can get the desired service from the superintendent of supplies, with whom we have been very patient, and who, it seems, cannot, or will not, give us the service which is expected of him."

A committee of three—Commissioners Harrison, McDonald, and Adams was appointed to hear the charges.

William G. Kirkland, deputy superintendent of school supplies of the borough of Queens, was dismissed by the board.

Miss Julia Richman was elected deputy superintendent to fill the vacancy caused by the death of Charles S. Haskell. Commissioner Guy complimented the board upon the selection, saying he was glad the board had got over the old idea that a woman must not be appointed to a position where a man would do as well.

Speyer School a Social Center.

Under the auspices of the Speyer school, the experimental school of Teachers college, a large amount of settlement work has been done during the past summer.

On every Wednesday evening an entertainment of some sort has been given in the gymnasium, for the adults of the district, which is known as Manhattanville. These entertainments were attended principally by young men and young women, and the number often reached 150. For a half hour an informal talk illustrated with stereopticon views was given. This was followed by games and dancing.

Miss Miriam Finn, the resident settlement worker at the school, has conducted a play center on the roof garden of the building. About a hundred children played games there four afternoons a week. The roof is well equipped for this endeavor, for it is furnished with games of every description and is surrounded by a heavy wire fence ten feet in height.

Another feature of the work was a summer camp for boys at Cold Spring, N. Y., a place on the Hudson opposite West Point. The tents were on a bluff commanding a view of the river and the military academy; behind them was a small lake which was used for bathing, fishing, and boating.

These various lines of summer work show what a thoroly practical and helpful force this experimental school has been in the community. James A. Speyer built and equipped the school, the dedicatory exercises being held last spring.



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a four years' course of study approved by the state superintendent of public instruction, or a diploma from an institution of equal or higher rank. Candidates must pass examinations in subjects aggregating in value, at least, 1,200 credits. Of these, 300 must be in English, 300 in mathematics, and 100 in a science.

Each applicant is required, when notified, to report for a physical examination to one of the physicians appointed by the board of education.

School of Applied Art.

The School of Decorative and Applied Art, Twenty-three West Sixty-seventh street, New York city, will open for the season on Monday, October 5. This is a studio school, devoted to teaching the theory of design and its application to

practical interior and household decoration and costume design.

The work is under the direction of Miss Elisa A. Sargent, who has studied at Radcliffe college, Cowles Art school, the Boston Art club, and Pratt institute, and is well known as an art instructor of wide experience.

To meet the demands for instruction in design outside of art schools, a course in the theory of design and its application in elementary art education has been arranged for home study thru correspondence. The work in this course includes the study of tone relations, composition in line and tone, and the application of the principles of composition to practical work in pictorial, constructive, and decorative design. This course is intended particularly for teachers.

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Educational New England.

The joint meeting of the New England Superintendents' Association, the Massachusetts Superintendents' Association, and the New York State Council of School Superintendents will be held at Tremont Temple, Boston, October 21-23.

BOSTON, MASS.—Dr. Huntington, dean of Boston university and acting president, has found the duties of the two positions too arduous to permit his continuing his usual course in history. So he has given his class over to Prof. Henry K. Rowe, principal of the Frye school, as instructor. For the current year, Mr. Rowe will occupy the two positions. The classes in mathematics and science in the Frye school, formerly conducted by Prof. L. F. Griffin, will be in charge of Mr. Denison, last year principal of the high school at Scituate. Mr. Denison is well qualified for the work.

LENOX, MASS.—The invitations to the one hundredth anniversary of Lenox academy, on October 1 have been issued. Ex-Senator Thomas Post, chairman of the board of trustees, will give a historical address. A chorus of public school children will sing a number of selections, and a dinner will be served in Sedgwick hall. The after dinner addresses will be by Pres. Henry Hopkins, of Williams college, Rev. Dr. Charles J. Parkhurst, of New York, and others. All who have ever been students at the academy are invited as guests.

EASTHAMPTON, MASS.—A number of changes in the faculty of Williston seminary have taken place this summer. Mr. William E. Hilliard has resigned the position which he has held for the past two years and has accepted a position in New York City college. Mr. A. J. Clough succeeds him in the management of Payson hall. Mr. Clough is a graduate of Boston university. Mr. A. J. Winslow

succeeds Mr. P. P. Edson as a teacher of English. Mr. Edson has given up teaching and has gone into business. Mr. Winslow is a graduate of Dartmouth college, class of 1902, and he has pursued a special course in English this past year. Mr. J. F. Hamlin has resigned to accept a position in the Salem high school. Mr. D. S. Calland succeeds him as teacher of mathematics. Mr. Calland is a graduate of Beloit college. Mr. J. F. Rogers, a graduate of Illinois university and of Lawrence scientific school, has been appointed physical director. He succeeds Mr. A. W. Clarke, who has become a teacher in Brooklyn polytechnic. Mr. David H. Keedy, of the class of 1896, a graduate of Amherst college, will have charge of public speaking and debating. Mr. Keedy won the Dickinson and Williston prizes at the seminary, and the Hardy first prize at Amherst.

AMHERST, MASS.—The retirement of professor Neill from the department of English in Amherst college has led to several changes in the department. Professor Churchill gives his classes in logic and public speaking to Mr. John Corser, class of 1899, who becomes instructor in public speaking; Professor Churchill giving courses in literature instead. Professor Genung will conduct a course in modern literature, while Dr. John Erskine will take his classes in freshmen rhetoric. Mr. Curtis H. Walker, a graduate of Yale and of the graduate school, becomes instructor in history, taking the sophomore courses. Mr. R. M. Chapin, of the class of 1897, has become instructor in chemistry.

BRUNSWICK, ME.—Prof. Roswell H. Macrea, of Trinity college, Hartford, Conn., has been elected professor of economics and sociology in Bowdoin college, to succeed Professor Callender, who

has accepted a position in the Sheffield scientific school. Mr. Joseph Pearson has been appointed instructor in mathematics, and Mr. Kenneth C. M. Sills, instructor in English.

HANOVER, N. H.—Mr. Geo. B. Weston, a graduate of Harvard in 1896, has been appointed instructor in French in Dartmouth college, and Mr. Henry A. Sanborn, of the class of 1902, instructor in English.

The Chicago Teachers' Federation will maintain art classes at the Art institute this winter on the same terms as last year, including work in basketry and pottery. Mr. Speer's classes in psychology at the Art institute on Tuesdays and Thursdays, from 4 to 5 P.M., will be open to members of the educational department of the federation.

Miss Viola Deratt, of the School of Education, will conduct a class in history, limited to thirty or forty members. Miss Deratt proposes four topics, as follows:

1. (Preferred) Pioneer History of the United States. Westward Movement. Industrial Development.
2. Greek and Roman History.
3. Medieval History.
4. Any period of United States History.

It is proposed to conduct a series of single lectures on subjects of sociological and educational interest.

The building of the Willimantic, Conn., normal school has been added to in the shape of a four-story L. It is the same height as the main building, four stories, with rooms for two of the lower grades of the training schools on the first floor, a large room on the second floor, recitation rooms on the third, and a large gymnasium on the fourth floor. This gives a considerable amount of additional space, which has been needed for several years.



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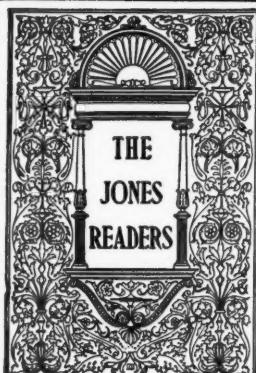
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Handicraft Exhibit.

The handicraft schools of Hartford, Conn., under the direction of H. D. Hemenway, offer an exceedingly interesting list of courses for the fall of 1903. They include nature study, horticulture, botany, geology, entomology, copper work, Venetian iron, leather, chair caning, palm leaf work, basketry of all kinds, cardboard construction, plant culture, and rattan work.

The schools held an interesting exhibition of school garden work recently. Besides the exhibition of produce, there were 170 individual gardens, and large plots of wheat, oats, rye, barley, buckwheat, flax, hemp, cotton, sugar cane, broom-corn, caffer-corn, millet, peanuts, sweet potatoes, and tobacco, besides all the market-garden and farm crops, and orchards, nursery, small fruits, pot and medical herbs, and fertilizer plots. In no other way could the scope of the school garden movement have been as well illustrated. Spinning wheels and looms were in operation. A stereopticon exhibit of one hundred and fifty slides of school gardens in the United States was also made.

Library Work.

In the New York schools much has been done recently to develop the school libraries. Something like \$135,000, averaging about \$10 a class, is to be spent this year in library work. About 200,000 books will be added to the collections of books in the schools.

The principals make out, every year, lists from the official public school library catalog of such volumes as they think best suited to or most needed by the children in their schools. Each classroom has shelf accommodation for something like sixty books. This number is constantly added to, the pupils themselves often contributing their outgrown volumes.

In making book requisitions teachers, as far as possible, supplement the course of study mapped out for the year. The list is, naturally enough, a varied one. For children in the first and second years there are fairy tales and nursery rhymes. In the third year histories and a few simple stories are added.

Owing to the large foreign population of New York, the reading is directed in a different direction from what might be taken elsewhere. Whatever is likely to stimulate patriotism and goes to the making of character is emphasized.

Adapting Courses of Study.

The Brooklyn Teachers' Association under the direction of the president, Lyman A. Best of P. S. No. 108, is undertaking, at the opening of the schools, a work of great importance. This is a careful comparison of the demands of the former course of study in Brooklyn, grade by grade and topic by topic, with the demands of the new course of study for New York. A report of this work will be published very soon.

This work will tide over the change from the old system to the new. A sudden or direct change from the old course of study to the new would make many important breaks in the instruction of the pupils, and essential topics would be either entirely omitted or too hastily considered. As the report of the studies and lectures committee will outline the work which it presents in monthly divisions, it will guide the teachers in the change, so that no pupil in Brooklyn need lose by the transition.

Schools for Children of India.

Angarika H. Dharmapala, a Ceylonese Buddhist scholar, is in America seeking to interest philanthropists in industrial education for the neglected children of India.

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Chicago News.

The following changes have been made in the principalships of the Chicago schools: M. A. Hogge is elected principal of the Ward school, G. Charles Griffiths has been transferred from the Emmet to the Motley school, and is succeeded by Richard Waterman. Andrew J. Hogan goes to the Lake High school.

New school buildings opened in Chicago at the beginning of this school year provided 11,860 new sittings. This reduces the number in rented quarters from 8,000 to 1,640.

The use of schools outside of school hours is making considerable progress in Chicago. The Chicago Principals' association has placed at the disposal of the public schools free of cost for the week preceding the centennial of the foundation of the city, twenty-five sets of fifty slides illustrating the history of the city. Superintendent Cooley is to select certain schools as centers for illustrated lectures on the history of Chicago, and he will have the principals arrange to have their grammar pupils attend.

Superintendent Cooley, of Chicago, believes in having but thirty pupils to a teacher, altho he is unable to put this reform into action because of the expense. To reduce the number in all rooms to forty even would mean that 50,000 pupils would have to be placed in rented rooms. On the same basis this part reform would cost \$1,000,000 a year.

According to newspaper reports, Miss Margaret Haley has declared that the Chicago schools are dominated by the so-called book trust. Superintendent Cooley has replied with figures showing that the particular book house spoken of by Miss Haley has lost more than half its business in Chicago since the present administration has been in power. He says, also, that no teacher has been removed for criticising or opposing textbooks.

The University of Chicago has added \$1,000,000 worth of real estate to its holdings. The property is intended ultimately to be a site for the Rush Medical college, the three hospitals affiliated with the institution, the memorial institute for infectious diseases, and a baseball field. The building will cost more than \$1,000,000.

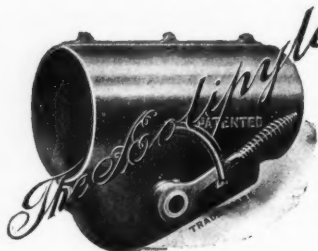
By the ratification of articles of affiliation between the College of Physicians and Surgeons, of Chicago, and the Chicago College of Dental Surgery, the University of Illinois has established what is called the largest medical school in the world.

Some confusion has arisen thru the similarity of names of the A. H. Andrews Co. of Chicago and the Andrews School Furnishing Co., of New York. The latter is incorporated under the laws of New York and the two have no connection. It is understood that the A. H. Andrews Company may open a New York office before the beginning of next year.

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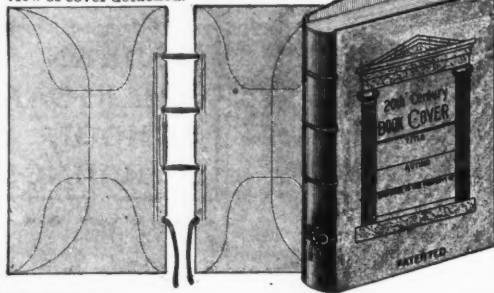
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Lincoln Institute.

JEFFERSON CITY, Mo.—Lincoln institute opened with two hundred students and the enrollment to date is two hundred and fifty. This is the largest enrollment for the first day in the history of the school and speaks volumes for the energy and business management of President B. F. Allen, who now enters upon his second term as president of this important institution. The board of regents was so pleased with his record last year that they re-elected him for two years and made several additions to the teaching force. The faculty now numbers seventeen.

Recent Deaths.

Dr. Egbert Guernsey, of New York, who wrote a school history of the United States which was used widely as a textbook some years ago, died on September 19.

Prof. Fred C. Clarke, of the Ohio state university, committed suicide on Sept. 19. He was a graduate of the University of Michigan, and was an assistant professor in Leland Stanford university for two years. He was at the head of the department of economics and sociology at the Ohio state university.

Francis Snyder, who was known as the children's friend, because of the playthings he devised and manufactured for them, died recently in New York. While employed in the New York custom house he invented the swinging hobby horse and this led him to devote his life to toy-making.

Prof. Augustus Radcliffe Grote, the only living authority on the entomological fauna of western New York, died recently in Hildesheim, Germany. The types that Prof. Grote described are now in the custody of the British museum in London, and are said to be priceless in value. At the time of his death Professor Grote was director of the Roman museum in Hildesheim. He was the author of a check list of the nocturnæ of America.

Col. Richard C. Jones, from 1890 to 1897 president and professor of law at the Alabama state university, died on Sept. 13.

Literary Landmarks of Boston was presented with the compliments of Messrs. Houghton, Mifflin & Co., to all teachers who attended the convention of the National Educational Association in July. It is a compact handbook of pocket size, indicating the names and residences of the men and women who have helped or are now helping, thru their profession of letters, to make Boston—the city of their birth or adoption—more memorable. This book is the first attempt of just this kind, and as a visitor's guide to points of literary interest in and about the city, has been widely appreciated. State Supt. W. H. Davidson, of Kansas, calls it "a revelation," and goes on to say: "Were a Bostonian to look it over, I am inclined to believe it would be almost as much a revelation to him as it has been to the visitor. One glance at it will convince any one that Boston has been and is the pith of all that is best in our American literature."

The compiler of *Literary Landmarks of Boston* is Lindsay Swift, of the Boston Public library. To meet the popular demand, Messrs. Houghton, Mifflin & Co. are publishing a new edition which will be sent, postpaid, for 25 cents in paper binding, or 35 cents in cloth.

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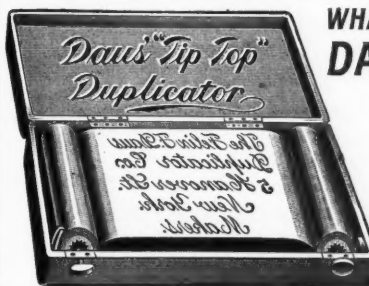
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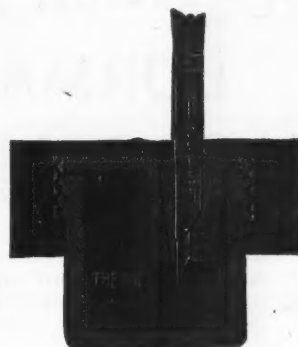
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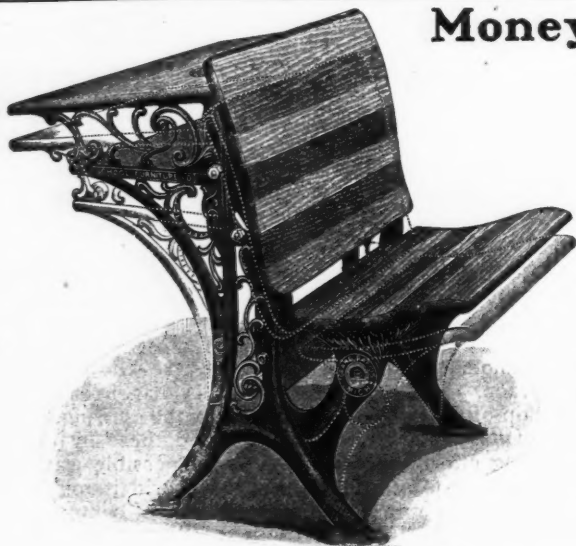
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Important Decision for New Jersey.

The court of errors and appeals of New Jersey has reversed the decision of the supreme court and declared the McKee school act of 1902 unconstitutional in all its parts. This is likely to precipitate a sad condition of affairs and cause a most interminable trouble in the management and conduct of the public schools. Only a synopsis of the opinion was announced.

On the proposition that "unconstitutional provisions may be eliminated only where interjected into a statute otherwise valid, and that the law of 1902 is local and special legislation, and is, therefore, unconstitutional," the members were divided, six in the negative and five in the affirmative. The court was unanimously affirmative on the question, "Is legislation, which provides one method of management for schools in cities and another method for the management of schools in other municipalities, prohibited by the constitution?" These questions being disposed of, the court unanimously concurred in declaring the McKee act of 1902 unconstitutional.

Thus is defeated the second attempt on the part of the school authorities to bring all the schools in the state under a single school law. Prior to 1900 the school laws of New Jersey were so unsatisfactory and so discriminating in several ways that the conditions then prevailing called for a change.

In 1900, Senator Stokes introduced an act into the legislature aimed to correct these irregularities. The purport of this law was to weld all the schools of the state—from the district schools in the rural population to the high schools in the populous cities—into one graded statewide system. The theory of New Jersey has always been that the schools are state, and not local, institutions, and the Stokes act was intended to materialize

that idea. As a consequence of the passage of this act the local boards of education were taken out of the surrounding municipal machinery and were made autonomous and responsible only to the state authorities.

When this law was put in force all the local boards, some reluctantly, but all because the state superintendent could stop their school moneys unless they complied, reorganized under it, but some of the opponents of the measure took it into court, where it was declared unconstitutional.

The next legislature attempted to overcome the objections of the law courts and the result was the remodeled and amended law of 1902. It was believed that an act had been prepared which would satisfy all constitutional requirements. The act went thru both houses of the legislature without discussion and was signed by the governor last winter. Under this law, all the public schools of the state, with the exception of those in a few excluded districts, have since been conducted. Now the work will have to be done all over again.

It is unknown how the state will now proceed with the 1903 school money appropriation. No school census of the state has been taken for the last three years, and there is not, therefore, any satisfactory way by which the money can be apportioned.

It is barely possible that the court may keep the school system from complete chaos by delaying the entry of judgment until after the legislature meets.

"The decision," says State Superintendent Baxter, "was no great surprise. Now we must go ahead on the old laws until we can secure from the legislature a new and perfect act. As to chaos reigning on the school bond question, I am

confident that no great evil can come from any attempt to invalidate the present bonds. A suit against them would be in equity, and holders of the New Jersey school bonds sold under the last law will be protected."

In view of the decision of the New Jersey court, declaring the McKee school law unconstitutional, the mayor of Camden at once appointed a new board of education. If this board is recognized the annual educational appropriation and numerous appointments will be in its hands. Considerable opposition has arisen.

Rutgers Appropriation Fight.

The attorney general of New Jersey has filed a brief opposing the application of the trustees of Rutgers college for the payment of \$80,000 allowed by the last legislature in settlement of the claim of the college for back scholarships. To test the validity of the act appropriating the money, the attorney general first had the state controller refuse payment.

The Rutgers college claim arises from an act passed several years ago, by which the state offered a number of agricultural scholarships. But few took advantage of the offer, and the college had the legislature pass an act for the payment of the amount that would have been due if all the scholarships had been taken.

It is now contended that the law under which it was sought to establish the scholarships was an unconstitutional appropriation of the funds for the support of the public schools.

The college claims that the establishment of the scholarships made the college, to that extent, a part of the free educational system of the state, a proposition which the attorney general disputes at length.

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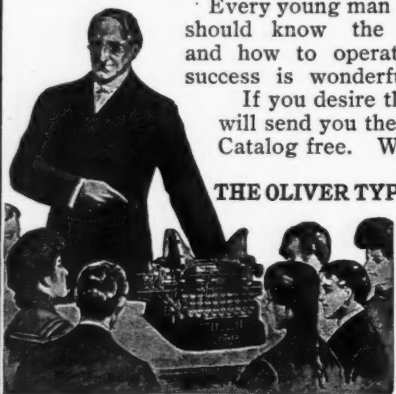
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Literary Notes.

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Messrs. A. S. Barnes & Company have arranged with Messrs. Hurst & Blackett, Limited, for the publication in England of Michael Davitt's forthcoming book on dominant racial and religious issues in Russia, entitled "Within the Pale," which will be issued shortly.

Laird & Lee have just issued their "Webster's New Standard Dictionary." For over a year and a half they have labored assiduously, and at a large outlay of money, gathering material and preparing this lexicon. It will answer every requirement, and its price is moderate.

"Hazen's Elementary History of the United States," published by the Morse Company, 31 Union square, New York, is a simple, complete story of our country, adapted for study and reading. Biography and history are so woven together that each helps the other to instruct and interest the children and to bring out the important events on which the life, growth, and prosperity of our nation depended.

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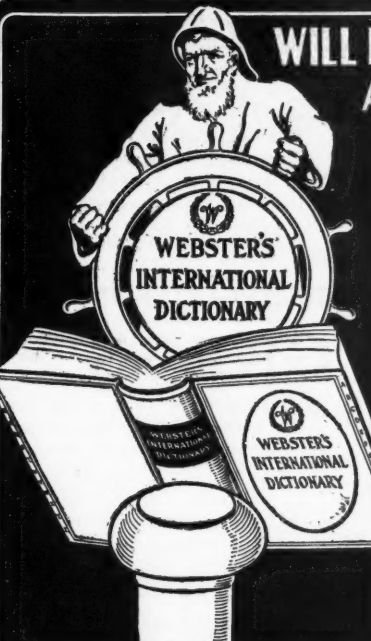
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(Continued on page 351.)



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(Continued from page 349.)

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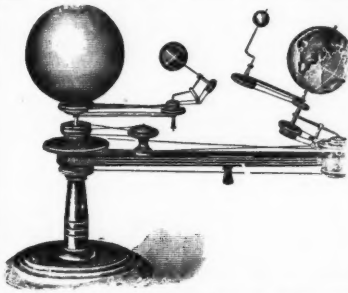
Will Carleton, author of "Songs of Two Centuries," (Harpers), has written the introduction to a life of Fanny Crosby, the celebrated hymn writer. Miss Crosby, who has been totally blind from her infancy, wrote "Safe in the Arms of Jesus," "Rescue the Perishing," "Pass Me Not, O Gentle Savior,"

and many other well-known hymns. She was born in Putnam county, N. Y., in 1820.

Rev. William Elliot Griffis, author of "Young People's History of Holland," and several other books on the Netherlands, has resigned his pastorate in Ithaca, N. Y., to devote his time to historical literature and lecturing. His specialties are the influence of the Netherlands on the progress of Europe and on American colonial and federal history, and the relation of feudal to modern Japan.

Sherwin Cody in his "The Art of Writing and Speaking the English Language" has put into book form the text of his private lessons in English intended for business men, school teachers, stenographers, correspondents, professional men, and home students. It is the most comprehensive work of its kind, and is the most condensed and convenient for daily reference and study. The lessons were prepared for the use of the Lake Bluff School of English, Lake Bluff, Ill. The four little volumes, published by A. C. McClurg & Company, cover "Word Study," "Grammar and Punctuation," "Composition," and "Constructive Rhetoric."

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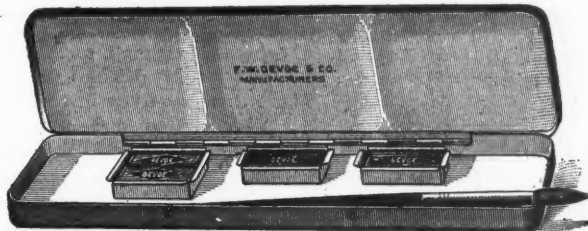


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land Epic," from the pen of Mary Clark
Barnes, descriptive of the charms of the
North Woods of the Adirondacks; "Crater
Lake, National Park" is described by
Dennis H. Stovall; Joel Benton, under
the heading of "A Region of Reminis-
cence," tells the literary story of Corn-
wall-on-Hudson; "Forty Acres of Fili-
pinos," by W. C. McCarty, describes the
exhibit which the Philippines will make
at the St. Louis Exposition; "The Era of
Stage Coaches" is an intensely interest-
ing article, by W. S. Dunbar, illustrated
by reproductions of old prints; "The
Patient Burro," by Thomas H. Davies, is
a story of that interesting animal. Other
articles of especial interest are "An Auto
in the Tropics," "The Country Nathan
Hale Knew," "Hopi Masks and Dolls,"
"In the Catskill Orchards," "Japanese
Paper Workers," "Old Fort Ross,"
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